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ABSTRACT

Teaching practices appropriate to 10 different treatments of secondary school beginning German instruction are outlined and discussed. Treatments vary by (1) strategy (traditional; audiolingual or functional skills; and modified audiolingual or functional skills enriched with grammar), (2) type of laboratory (audio passive or tape recorder, audio active, and audio active record), and (3) text. A section on the traditional method (strategy 1) describes general do's and don'ts and two treatments using different texts. The section on the functional skills method (strategy 2) explains general concerns involving the use of both audio active and audio active record laboratories and suggests for their effective use four different treatments (two different texts and two labs) in the beginning and intermediate lesson plans. The functional skills plus grammar method (strategy 3) section is organized like that for strategy 2 with the addition of two different grammar outlines, one for each text. For related documents see ED 021 512, FL 001 266, FL 001 405, and FL 001 406. (AF)

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COOPERATIVE RESEARCH PROJECT

An Assessment of Three Foreign Language Teaching Strategies

TEACHER'S MANUAL [German, Level I]

RESEARCH PROJECT CENTER
WEST CHESTER STATE COLLEGE
West Chester, Pennsylvania

AA000 367

COOPERATIVE RESEARCH PROJECT

An Assessment of Three Foreign Language Teaching Strategies,

TEACHER'S MANUAL [German, Level I].

RESEARCH PROJECT CENTER
WEST CHESTER STATE COLLEGE
West Chester, Pennsylvania

The Cooperative Research Project is supported by funds granted under Title VII, NDEA, U.S. Office of Education.

COOPERATIVE RESEARCH PROJECT

CONSULTANTS

Dr. Robert Lado...............Georgetown University
Dr. Stanley Sapon............University of Rochester
Dr. Wilmarth H. Starr............New York University
Dr. W. Freeman Twaddell............Brown University
Dr. Albert Valdman................Indiana University
Dr. Donald D. Walsh.....MLA Foreign Language Program

COOPERATING AGENCIES

United States Office of Education

Pennsylvania Department of Public Instruction

West Chester State College

Offices of the Superintendents of Twenty Counties

Pennsylvania Public School Districts

PROJECT STAFF

Mr. Emanuel Berger	Research Associate, D.P.I., Director
Dr. Milton C. Woodlen	Coordinator
Dr. Alfred D. Roberts	Supervisor of Instruction
Mr. Ralph A. Eisenstadt	Field Consultant
Mr. William E. McDonald	Field Consultant
Mrs. Mary Ellen Allen	Field Consultant
Mrs. Dorothy Hine	Project Secretary

TO THE TEACHER

It is a distinct pleasure to extend a cordial welcome to you as one of the participants in the experiment, "An Assessment of Three Foreign Language Teaching Strategies Utilizing Three Language Laboratory Systems." This project is the most comprehensive experiment to date in the teaching of foreign languages in the secondary school. Approximately sixty teachers are participating, representing numerous school districts throughout the Commonwealth. And, most important are the 1,800 students who will be studying a foreign language as part of this project during the coming academic year.

This project represents the combined efforts of four educational agencies--the United States Office of Education, the Pennsylvania Department of Public Instruction, the State Colleges, and the local school districts. The Federal Government encouraged the development of the proposal and is now contributing the lion's share of its costs; the Department of Public Instruction committed considerable resources to identifying the specific issues that deserve research priority and to the writing; the local districts, in addition to their financial contributions, agreed to abide by the research requirements. West Chester State College is the project center, coordinating the myriad details that are essential to the successful execution of the research design.

While the major concern of this experiment is to resolve significant problems for the language teacher, you will also benefit in several other ways:

1. You will be given training in the teaching methods applicable to your teaching condition.
2. You will have the benefit of the contributions of the project's consultants, who are among the country's leading linguists.
3. You will be encouraged to resolve other problems in your teaching by means of objective research.
4. You will share in the enthusiasm that accompanies an undertaking that is of such importance to your professional field.

We are depending on your cooperation, which will be the critical factor in determining the success of this project.

Emanuel Berger
Emanuel Berger
Principal Investigator

Milton C. Woodlen
Milton C. Woodlen
Project Coordinator

Alfred D. Roberts
Alfred D. Roberts
Supervisor of Instruction

ABSTRACT

Title: A Comparison of the Effectiveness of the Traditional and Audiolingual approaches to Foreign Language Instruction Utilizing Laboratory Equipment.

Principal Investigators: Emanuel Berger, Bureau of Research, Department of Public Instruction, Pennsylvania

Alfred D. Roberts, Department of Modern Languages, West Chester State College, Pennsylvania

Contracting Agency: The Department of Public Instruction; Harrisburg, Pennsylvania

Federal Funds Requested: $68,590

Beginning and Ending Dates: October 1, 1966 - January 31, 1968

Statement of Purpose

This study is a continuation of Project 1330, funded origionally under Title VI, NDEA. Essentially, comparing the effectiveness of the traditional and two variations of the audio-lingual approaches to foreign language instruction in the secondary school is also the purpose of this experiment.

The major purpose for continuing the experiment is to assess the effectiveness of these approaches at the termination of two years of foreign language instruction. Also, this study proposes to replicate the experimental procedures that were followed during the first year of the study with another sample of beginning language students.

The specific objectives of the phase of the study concerned with the second year of language learning are:

1. To determine which teaching strategy among the traditional, audio-lingual, and modified audio-lingual approaches best accomplishes the four objectives of the foreign language program in the secondary school - listening comprehension, speaking fluency, reading, and writing.

2. To determine which language laboratory system among the audio-passive, audio-active, and audio-active record systems best accomplishes those objectives of the foreign language program for which the laboratory is intended.

3. To determine the variable or combination of variables that best predicts foreign language achievement.

4. To identify student and teacher attitudes toward each of the teaching strategies and the laboratory systems.

5. To ascertain the levels of language mastery that can be achieved during the second year of the foreign language sequence in the secondary school.

Procedures

1. Approximately 105 teachers of French and German were assigned during the first year of the experiment to an experimental condition -- the conventional approach or one of several variations of the audio-lingual approach.

Most of these teachers have agreed to continue with the same treatment and same students at Level Two.

2. The pre-experimental data will consist of (a) California Test of Mental Maturity, (b) Foreign Language Proficiency Tests for Teachers and Advanced Students, (c) The Modern Language Aptitude Test, (d) MLA Cooperative Classroom Tests, Form LA, (e) Listening Discrimination Test, (f) Cooperative Language Tests, ETS, 1941.

3. The criterion measures will be (a) MLA Cooperative Tests Form MB, (b) Pronunciation Test (to be developed), (c) student attitudinal scales (to be developed), (d) Cooperative Language Tests, ETS, 1941.

4. Supervision of the project teachers to assure adherence to the assigned treatment will be by means of (a) teacher manuals specifying appropriate teaching practices for each treatment, (b) classroom visitations by the field consultants during the academic year.

5. Several teacher evaluation meetings are planned during the year to enable staff and teachers to review mutual problems and plan for forthcoming procedures.

Educational Contribution

The essential contribution of the project's end results will be to provide educators with experimental evidence regarding the methods that appear most effective in teaching a foreign language to secondary school students. The results should shed light on several critical questions regarding the current ferment in language teaching.

RESEARCH IN SECONDARY SCHOOL FOREIGN LANGUAGE INSTRUCTION

Recent changes in foreign language teaching have been far more sweeping than in other subject areas in the secondary school. The entire gamut of materials, equipment, the teacher's role in the classroom, and the student's behavior while learning the second language have little, if anything, in common with the manner in which many of us studied a foreign language. We might even go a step further in noting that the scientific study of language is a relatively recent development.

Despite recent ferment, few educators would attempt to predict the effect these new insights will have upon teaching procedures in the foreign language classroom. One reason for this reluctance is the sheer absence of empirical data favoring a given method. Professor John Carroll traces the dearth of rigorous research in language learning to several sources--the diverse goals of language learning, the difficulties of specifying and adhering to pre-assigned teaching conditions, and the linguistic sophistication necessary for observing pupil responses.

In spite of these obstacles there are several considerations that recommend research in language learning as a potentially fruitful endeavor. Normally, the student begins the study of a new language at a zero point and proceeds to acquire a specific set of habits and skills. The changes are, for the most part, caused by stimuli that are present in the school setting--the teachers and instructional materials. Furthermore, with the development of reliable and valid measures of aptitude and achievement the task of assessment is no longer the problem it was. Thus the Department of Public Instruction deemed it timely to approach both the federal government for financial support and the local school districts for their cooperation in seeking answers to problems in foreign language teaching.

PROJECT 1330: ITS POTENTIAL CONTRIBUTION

Project 1330 is a reality and is now entering its 2nd year. The project has been well-received because it deals with problems of concern to foreign language teachers. This project deals with questions which, when resolved, will have a profound effect on the teaching practices in language classrooms throughout the country.

Among the problems that it attempts to resolve are:

1. Which of several widely used methods of foreign language teaching is most effective in developing the four language skills--listening, speaking, reading, writing?

2. Which of three types of language laboratory systems is best suited, economically and instructionally, to language learning?

3. Is academic potential the best predictor of foreign language achievement?

4. Should methods of instruction vary according to student ability?

SYSTEM I: THE TAPE RECORDER

The tape recorder serves several practical purposes when the teacher uses "functional" materials. The tapes provide authentic native models for imitation by the students, and the teacher is freed to circulate among the students and monitor their performance. Also, student responses may be recorded for later evaluation by the teacher.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console which is wired for monitoring individual student performance.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

Recording facilities at student positions provide the teacher with an additional tool in developing "functional" skills. The student records the master and his own responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performance, and closer teacher supervision is possible.

THE ROLE OF THE "TEACHER-RESEARCHER"

The term "teacher-researcher" signifies that as a research participant you will be functioning in two capacities. We encourage you to maintain a completely natural attitude in order not to give the impression that the experimental students are "special." To the extent that your classes are representative of other classes not in the experiment we will be able to generalize the final results. If your students suspected that they were part of a novel activity and that their performances were being carefully scrutinized, it would be difficult to apply the findings to a non-project class.

The major distinction between teaching a project class and your other classes is the absolute necessity that in the former you observe the teaching procedures appropriate for your assignment. In your normal teaching situation you are encouraged to vary teaching methods whenever your judgment dictates. As a researcher you are asked to follow the rules set forth in this manual. To facilitate your compliance with this requirement we urge you to follow these procedures:

1. Plan each lesson carefully. Always use the published program's teacher edition and this manual for guidance.
2. Whenever a problem arises about teaching procedures that you are unable to resolve discuss it with your field consultant or other project personnel.
3. Attend the scheduled meetings for participating teachers during the year.
4. Follow the suggested time schedule for covering the material, using your discretion to make modifications when necessary.

5. Maintain a brief record of important experiences relevant to this project and to language learning in general. This should include recording of and reasons for a student's withdrawal from the class, difficulties in learning or teaching certain skills, candid reactions of students and teacher to any phase of the program.
6. Use discretion in discussing the project with colleagues and parents. Avoid judging the strengths and weaknesses of the experiment until the data are collected.

ORIENTING THE STUDENT TO THE PROJECT

You are strongly advised against telling your students that this project is a major research project to determine how to teach languages effectively. Many students and many more parents will object to what they think is novel, experimental and untried.

You should emphasize that the school is collecting information about student ability and achievement in foreign language learning to offer them more effective guidance in their secondary school careers. You could discuss the differences between the study of a second language and other academic subjects. It is conceivable that ability in language learning is not related to academic proficiency in other school subjects.

THE ROLE OF THE FIELD CONSULTANT

The field consultant is the key figure in coordinating and unifying the many people who are involved in the project. He has participated in the writing of the manual, the meetings with the language consultants, and he is a competent and knowledgeable classroom teacher. He will visit your classroom about twice a month, discuss your experiences and advise you of forthcoming events that are of concern to the project. He is not concerned with rating your teaching performance. He is concerned that you understand your assigned condition and follow the appropriate teaching procedures.

We urge that you utilize his talents whenever problems arise. His visits with other teachers and his frequent discussions with the other field consultants will alert him to solutions to problems that you will encounter.

The consultant will act as:

1. Observer - He will visit your class about twice monthly and discuss your teaching assignment in the context of your teaching situation.
2. Adviser - He will offer you guidance when needed in dealing with problems.
3. Liaison - He will inform you of other teacher's experiences, alert you to forthcoming meetings, distribute and collect material, and transmit your suggestions to the project center.

STUDENT EVALUATION PROCEDURES

It is reasonable to expect that any broad scale educational research investigation will require the administration of various measures of aptitude, achievement and attitude uniformly to all student participants. All of these factors will be assessed at the beginning and at the end of the classroom instruction phase and at some intermediate point during the year.

General aptitude will be measured with the California Test of Mental Maturity, and language aptitude through the use of the short form of the Modern Language Aptitude Test. Achievement will be evaluated by means of cooperative classroom language tests.

In addition, attempts will be made to assess the student's attitude toward language instruction in general and toward the particular foreign language that he is studying. All testing materials including both booklets and answer sheets will be supplied by the Project Center.

EXPERIMENTAL DESIGN

	LABORATORY SYSTEMS		
TEACHING STRATEGIES	No Lab	Audio-Active	Audio-Active-Record
Traditional Language Method	French German		
Functional Skills Method		14-1 French 14-2 German 24-1 24-2	French German
Functional Skills Grammar Method		13-1 French 13-2 German 23-1 23-2	French German

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy II: The functional skills method.

The primary objective of foreign language instruction according to the "functionalists" is that the student be able to use the language as it is used in the foreign country. It is considered essential that the four language skills be taught in a progression - listening first to the spoken word, followed by repeating orally that which was heard, then reading the graphic symbols that were both heard and spoken, and, finally, writing that which was heard, spoken and read.

The "functional skills" are taught by means of the dialog and its associated activities. There is opportunity for extensive student practice in both listening and speaking in the target language. Vocabulary is learned only in context while formal prescribed grammatical analysis is avoided.

II. Rationale.

The principle advanced by those supporting this method is that, essentially, language is speech. Written symbols are a derived and secondary form of language. We are able to use our mother tongue effectively long before we can read or write the graphic symbols representing the spoken word. Furthermore, it is claimed that language learning is a skill, not an intellectual discipline. It follows, then, that methods effective in teaching science and mathematics are not ideally suited for cultivating language habits. More appropriately, the student is instructed to practice language forms to the point that his responses are automatic, in much the same way that he uses his own language.

III. List of general criteria - functional skills methods.

- A. Use of target language in classroom.
    - 1. By the student: for all responses.
    - 2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
- B. Native tongue to be used only for describing grammar and syntax.
- C. Sequence of learning.
    - 1. Hearing.
    - 2. Speaking.
    - 3. Reading.
    - 4. Writing.
- D. Grammar.
    - 1. Descriptive rather than prescriptive.
    - 2. Incidental to functional skills being taught.
- E. Reading.
    - 1. Printed material always presented as a transcription of spoken forms.
    - 2. As direct communication without the intermediary of translation from the target language to the native tongue.
- F. Writing - learned first as a transcription of spoken forms.

- G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.
- H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills method.

- A. Listening comprehension.
  - 1. At end of semester.
    - a. Phonemic discrimination - all basic sounds of the language.
    - b. Understanding of basic words and phrases.
  - 2. At end of year.
    - a. Phonemic discrimination - nearly all phonemic differences.
    - b. Understand simple conversation spoken at normal speed.
- B. Speaking.
  - 1. At end of semester.
    - a. Repeat any word or phrase with good accent and intonation.
    - b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
  - 2. At end of year.
    - a. Repeat sentences with correct accent and intonation.
    - b. Engage in simple conversation on a variety of basic everyday situations.
    - c. Ability to vary spontaneously any basic structures already learned.
- C. Reading.
  - 1. At end of semester - read and understand directly (without translating) simple dialogs.
  - 2. At end of year - read and understand directly dialogs and simple prose narratives dealing with everyday situations.
- D. Writing.
  - 1. At end of semester.
    - a. Reproduce in writing simple phrases previously learned.
    - b. Reproduce from dictation basic dialogs already learned.
  - 2. At end of year.
    - a. Ability to answer questions in written form with spontaneous variation of forms and structures previously learned.
    - b. Ability to express in writing simple concepts dealing with everyday situations.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

FSM--AA

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Supervise and monitor all lab drill.
3. Must use lab tapes in class an average on one fourth period daily.
4. Conduct class in foreign language.
5. Use English to clarify difficult points.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Start writing at end of prereading phase.
9. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.
8. No recording by students in lab.

FSM--AAR

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drill.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English to clarify difficult points.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
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Don'ts

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4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.

LAB PROCEDURES--AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

LAB PROCEDURES--AAR LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Set up tape for recording.
        3) Turn on controls.

2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
    a. Part I.
        1) Teacher - monitor by listening at console and/or circulating around the lab.
        2) Students - listen and record program for approximately 10 minutes.
    b. Part II.
        1) Teacher - keep order while students play back and listen to their recordings.
        2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Rewind tapes.
        2) Replace headsets.
        3) Turn off controls.

CONDITION 26-1

A-LM GERMAN LEVEL ONE

V. Specific classroom activities.

   A. Overview.

      1. Text: A-LM GERMAN LEVEL ONE, published by Harcourt, Brace and World, 1961, 1963.

         a. Teacher to have copy of text and Teacher's Manual.

         b. Each student to have his own copy of text.

      2. Required equipment and materials.

         a. Audio-active-record laboratory.

         b. Tape recorder or record player.

         c. Complete set of lab tapes or records.

         d. Student practice records for home use.

      3. Optional equipment and materials.

         a. Teacher's cue cards.

         b. Dialog posters.

         c. Student test booklets.

         d. Complete set of test tapes.

   B. Suggestions to the teacher.

      1. Use of foreign language.

         a. Essential for teacher to conduct class in German.

         b. English to be used only when necessary for clarifying difficult points.

      2. Pronunciation.

         a. Teacher's pronunciation to serve as model.

         b. Teacher to spend an average of three to five minutes daily on pronunciation drills.
         c. Corresponding drill tapes to be used as supplement.
         d. For detailed instructions see Teacher's Manual.
      3. Vocabulary.
         a. Should be taught only within context of dialogs and drills.
         b. Continuous review insured by subsequent reintroduction of vocabulary.

4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing material previously introduced.
5. Grammar.
    a. "Generalizations" not to be taught, assigned or tested.
    b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to "Writing" (below) for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Consists of three types (See Teacher's Manual, Introduction, section entitled "Reading, Writing, Spelling").
9. Culture.
    a. Only everyday activities and situations (see anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text.
        2) Brief commentary permitted when specific references appear in text.

10. Review.
    a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase - 100 per cent.
        2) After prereading phase - 50 per cent.
    b. Unit tests (with key) in Teacher's Manual to be administered.
    c. To supplement, teacher may use following types of tests:
        1) Dictation (only of previously learned material).
        2) Rejoinder and completion.
        3) Multiple choice.
        4) True-falso.

C. Methodology.

1. Dialog.
    a. Give oral model of dialog sentences.
    b. Dramatize sentences, using props, gestures, etc.
    c. Indicate speaker, using dialog posters or stick figures.
    d. Drill dialog by proceeding from choral, part-choral to individual.
    e. After several sentences have been learned, play that portion of practice record for class.
        1) Distribute records.
        2) Ask students to practice lines at home for 15 to 20 minutes.
    f. Have students dramatize dialog after gaining oral control.
2. Dialog adaptation.
    a. Relate dialog to student's personal experience to aid memorization.
    b. Present oral models.
    c. Practice with students.
    d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.
    a. Present frame utterance exemplifying grammatical point.
    b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
    a. Stimulate controlled conversation by commands.
    b. For presentation see Teacher's Manual.
5. "Recombination Narratives."
    a. Recite narrative once or twice and question students for comprehension.
    b. See Teacher's Manual for further procedure.
6. "Recombination Reading Narratives."
    a. Read narrative once or twice to students who follow it in their texts.
7. "Supplement."
    a. Teach by repetition.
    b. Drill by question-answer.
8. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Half of time to be devoted to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Manual for instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.
    1. At end of semester--4 to 5 units.
    2. At end of year--9 units.

VI. Model Lesson Plans.

FSM

FIRST DAY

A. Orientation.
  1. Explanation of course objectives and procedures.
    a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
    b. Language learning - acquiring skills of communication.
      1) Speaking, reading, writing.
      2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
      3) Like learning to play a musical instrument.
        a) Skills developed through practice, correction and more practice.
        b) Language is actually a habit, something automatic, communicative.

B. Method of first four units.
  1. Concentration of two important aspects of language learning.
    a. New sound system.
      1) No books, printed material or chalkboards until after first four lessons have been learned.
      2) After thorough mastery, students will learn to read and write the already learned materials.
      3) Memorization of basic dialogs by imitation and repetition after model.
      4) Work with pronunciation and structure drills.
      5) Teacher to serve as primary model.
        a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
    b. Basic grammatical structures.
      1) Method of attaining correct usage in regard to grammatical patterns of the language.
        a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
  2. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach each student to say "My name is __________" in the language.
    c. Substitute these names in context with the appropriate changes in snytax when teaching.
  3. Insist on active student participation.
  4. Time allowing, begin presentation of basic dialog, Unit 1.

FSM

INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Supplement, Unit 5 (German - numbers to 100).
    a. Individual response to teacher question.
    b. Choral reinforcement as needed.
B. Basic material (15 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model German.
      1) Make use of the same props, gestures and dramatization.
  2. Teach first four lines of dialog.
    a. Model each line several times.
      1) Break lines into partials where necessary.
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.
C. Review (15 minutes).
  1. Personal pronouns, Unit 15.
    a. Rapid choral review of repetition drill.
    b. Random sampling of remaining drills on personal pronouns.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
  2. Pronunciation drill A, Unit 5, Teacher's Manual (page 44, Section V).
    a. Model words and sentences.
    b. Individual repetition.
    c. Choral reinforcement when needed.
  3. Direct dialog, Unit 5.
    a. Rapid work with pairs of students (at their seats).
    b. Cue correct responses to prevent "stumbling."
    c. Choral and part-choral repetition of correct responses.
D. Reading, writing, spelling section (10 minutes).
  1. Lesson 18, page 28.
    a. Review - contrast drill.
    b. Dictation.
E. Re-entry (2 minutes).
  1. Choral repetition of first four lines of dialog, Unit 6.
F. Assignment: Practice record 6, side A, band 1.

CONDITION 26-2

VERSTEHEN UND SPRECHEN

V. Specific classroom activities.

A. Overview.

1. Text: DEUTSCH: VERSTEHEN UND SPRECHEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1962.
    a. Teacher to have copy of Teacher's Edition.
    b. Each student to have his own copy of text.
2. Required equipment and materials.
    a. Audio-active-record laboratory.
    b. Tape recorder or record player.
    c. Complete set of sequential lab tapes.
    d. Student practice records for home use.
    e. Tests for evaluation of listening and reading comprehension.
3. Optional equipment and materials.
    a. Set of flashcards.
    b. Printed unit quizzes.
    c. Grading charts.
    d. Songbooks with recordings.
    e. Complete set of test tapes.

B. Suggestions to the teacher.

1. Use of foreign language.
    a. It is essential for teacher to conduct class in German.
    b. English to be used only when necessary for clarifying difficult points.

2. Pronunciation.
    a. Teacher's pronunciation to serve as model.
    b. Teacher to spend three to five minutes daily on pronunciation drills.
    c. For detailed instructions see specific units of Teacher's Edition.
3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used only for reinforcing previously introduced material.
5. Grammar.
    a. Not to be taught, assigned or tested.
    b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Refer to Teacher's Edition for further suggestions for written work.

9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text, except for folksong section.
        2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. Calculated recurrence in text of vocabulary and structure.
    b. Use review sections after Units 5, 8, 10, 13, 15.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase--100 per cent.
        2) After prereading phase--50 per cent.
    b. Printed tests to be administered after Units 5, 10, 15.
    c. To supplement, teacher may use following types of tests:
        1) Dictation (only of previously learned material).
        2) Rejoinder and completion.
        3) Multiple choice.
        4) True-false.

C. Methodology.
1. Dialog.
    a. Give oral model of dialog sentences.
    b. Dramatize sentences, using props, gestures, etc.
    c. Drill dialog by proceeding from choral, part-choral to individual.
    d. After several sentences have been learned, play that portion of practice record for class.
        1) Distribute records.
        2) Ask students to practice lines at home for 15 to 20 minutes.

2. Question-answer practice.
    a. Present oral models.
    b. Begin repetition by class, row and individual.
    c. Perform in pairs.
3. Pattern practice.
    a. Model pattern several times with first substitution item.
    b. Have students imitate model.
    c. Follow procedure (a,b) through all substitution items.
    d. Have students close books and repeat drill as before.
4. Teaching games (See Teacher's Edition).
5. Conversations.
    a. Read conversation once or twice to students who follow it in their texts.
    b. See Teacher's Edition for procedure and for extending conversations.
6. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
    a. Teach by repetition.
    b. Drill by question-answer.
7. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Devote half of time to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Edition for detailed instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester--5 units.
2. At end of year--10 units.

VI. Model Lesson Plans.

FSM

FIRST DAY

- A. Orientation.
    - 1. Explanation of course objectives and procedures.
        - a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
        - b. Language learning - acquiring skills of communication.
            - 1) Speaking, reading, writing.
            - 2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
            - 3) Like learning to play a musical instrument.
                - a) Skills developed through practice, correction and more practice.
                - b) Language is actually a habit, something automatic, communicative.

- B. Method of first four units.
    - 1. Concentration of two important aspects of language learning.
        - a. New sound system.
            - 1) No books, printed material or chalkboards until after first four lessons have been learned.
            - 2) After thorough mastery, students will learn to read and write the already learned materials.
            - 3) Memorization of basic dialogs by imitation and repetition after model.
            - 4) Work with pronunciation and structure drills.
            - 5) Teacher to serve as primary model.
                - a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
        - b. Basic grammatical structures.
            - 1) Method of attaining correct usage in regard to grammatical patterns of the language.
                - a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
    - 2. Use of names.
        - a. Assign to each student his name equivalent in the foreign language.
        - b. Teach each student to say "My name is __________" in the language.
        - c. Substitute these names in context with the appropriate changes in snytax when teaching.
    - 3. Insist on active student participation.
    - 4. Time allowing, begin presentation of basic dialog, Unit 1.

VI. Model lesson plans.

FSM

INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
   1. Cardinal numbers, Unit 5.
      a. Counting in and out of sequence.
      b. Choral reinforcement where needed.

B. Basic material (15 minutes).
   1. Introduce first half of dialog, Unit 6.
      a. Give English.
         1) Make use of props, gestures and dramatization.
      b. Model German.
         1) Make use of the same props, gestures and dramatization.
   2. Teach first half of dialog, Unit 6.
      a. Model each line several times.
         1) Break lines into partials where needed, using "backward build-up."
      b. Elicit choral, part-choral and individual repetition.
      c. Give English for difficult lexical items that recur.

C. Review (15 minutes).
   1. Pattern practices, Unit 5.
      a. Rapid choral repetition of patterns.
      b. Random sampling of individual repetition (May use item substitution).
      c. Choral reinforcement on weak points only.
   2. Check-up on pronunciation (Teacher's Edition).
      a. Check individual pronunciation of key words.
      b. Choral repetition where reinforcement is needed.
   3. Factual and personal questions, Unit 5.
      a. Found in conversations.
      b. Questions to elicit both first and third person questions and answers.
      c. Rapid work with pairs of students (at their seats).
      d. Cue correct responses to prevent "stumbling."
      e. Choral and part-choral repetition of correct responses.

D. Reading, writing and spelling (10 minutes).
   1. Dialog and question-answer practice, Unit 5.
      a. Review reading.
         1) Choral - individual.
      b. Dictation.

E. Re-entry (2 minutes).
   1. Choral repetition of first half of dialog, Unit 6.

F. Assignment: Practice record six, side A, band 1.

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy I: The Traditional Method.

The major objectives of foreign language instruction according to this method are:

1. To read with facility in the foreign language.
2. To translate from the foreign language into English and vice versa.
3. To develop an appreciation for the foreign country's culture, its people and its heritage.
4. To develop a better understanding of the syntax and structure of the student's native language.

Carefully graded reading selections in the text incorporate both the grammar to be learned and the vocabulary items. The student practices the grammar rules by applying them in written form to sample sentences following the lesson. Vocabulary lists are memorized and practiced through translation from English into the foreign language.

II. Rationale.

The basis for the traditional approach is rooted in both common educational sense and a history of successful experience. Few would doubt that proficiency in a language's grammar accompanied by command of its lexicon will result in the stated objectives. Also, those who have taught and assessed student achievement in foreign language through the years report that effective teaching procedures, as in other academic subjects, produce the desired results. Unless there is convincing evidence to the contrary, "traditionalists" feel justified in supporting a "proven" method in preference to programs that have as yet to prove their worth in the classroom setting. Finally, educators maintain that a well educated person should be acquainted with the literature and culture of other countries.

III. List of general criteria - traditional method.

A. Use of native tongue in the classroom predominant. Target language not to be used for purposes of communicating instructions or information to students.

B. Translation.
   1. Directly from native tongue to target language.
   2. Reading by translation from target language to native tongue.

C. Vocabulary.
   1. Word for word equivalents.
   2. Academic and literary lexicon stressed.

D. Grammar.
   1. Analysis before application.
   2. Language organized into word lists, paradigms, principal parts, rules.
   3. Analysis in depth of grammatical structures.

E. Testing.
   1. Grades based on written tests.
   2. Use of vocabulary and idiom quiz.
   3. Frequent use of dictation test.
   4. Use of tests requiring thorough knowledge of paradigms or lists.

F. Culture - the following cultural areas are emphasized:
   1. Great historical and literary personalities.
   2. Monuments.
   3. Masterpieces of art, music and literature.

G. General orientation of traditional program is academic and intellectual.

IV. Expected level of proficiency in four skills - traditional.

A. Listening comprehension.
   1. At end of semester.
      a. Understand simple words and phrases carefully and slowly enunciated.
      b. Distinguish gross phonemic variations.
   2. At end of year.
      a. Understand simple directions and basic conversational phrases spoken at slower than normal speed.
      b. Distinguish most phonemic differences.

B. Speaking.
   1. At end of semester.
      a. Ability to repeat sounds, words and phrases previously learned.
      b. Respond with little hesitation to simple questions using previously memorized answers.
   2. At end of year.
      a. Ability to repeat after the model all sounds, words and phrases.
      b. Ability to vary basic structural patterns in responding to simple questions.

C. Reading.
   1. At end of semester.
      a. Read and understand simple prose with known vocabulary.
      b. Recognize and identify grammatical structures contained in this prose.
   2. At end of year.
      a. Read and understand short narratives.
      b. Recognize grammatical structures.
      c. Sight reading of simple prose passages.

D. Writing.
   1. At end of semester.
      a. Write correctly basic conversational phrases.
      b. Ability to take dictation of familiar material.
   2. At end of year.
      a. Ability to compose short prose passage showing correct usage of grammar.
      b. Ability to take dictation of some unfamiliar material with known vocabulary.

TM

DO'S AND DON'TS

Do's

1. Begin reading and writing in the first week.
2. Analyze grammar in depth.
3. Give only tests requiring reading and writing.
4. Require student mastery of paradigms.

Don'ts

1. No systematic use of lab tapes or lab records.
2. No systematic use of native speakers in the classroom.

CONDITION 20-3

TRADITIONAL METHOD GERMAN

V. Specific classroom activities.

- A. Overview.
    - 1. Text: A FIRST COURSE IN GERMAN, by Huebener and Newmark, published by D. C. Heath, Second edition, 1964.
        - a. Teacher should have copy of textbook and Teacher's Manual and Key.
        - b. Each student should have his own copy of text.
    - 2. No required equipment or materials.
    - 3. Optional equipment and materials.
        - a. Tape recorder or record player.
        - b. Available realia -- Slides, film strips, newspapers, magazines, films and books.
- B. Suggestions to the teacher.
    - 1. Use of foreign language.
        - a. German may be used at teacher's discretion.
        - b. Grammar instruction must be given in English.
    - 2. Introductory lessons, 1 to 5.
        - a. Approximately one third of daily class time to be used for oral practice.
        - b. After lesson 5, oral practice should be limited to approximately one fourth of time.
    - 3. Pronunciation.
        - a. Sound system to be taught as presented in textbook.
    - 4. Vocabulary.
        - a. Student to memorize vocabulary lists.
        - b. Student to memorize lists of idioms.

5. Grammar.
    a. To be taught as suggested in textbook.
    b. Teacher to supplement text where clarification or examples may be needed.
    c. Student to memorize paradigms.
6. Reading selections.
    a. Teacher to read aloud and explain difficult passages.
    b. Selections to be repeated by class and assigned for home study.
    c. Translation into English for clarification.
7. Writing.
    a. Should begin in first lesson.
    b. May take form of:
        1) Homework assigned from text.
        2) Classroom exercises, including blackboard work.
    c. Translation into German.
8. Culture and civilization.
    a. Selections dealing with culture and civilization to be used for outside reading and class discussion.
    b. Pertinent realia may be used.
    c. Time not to exceed one class period per week.
9. Homework.
    a. Exercises on material previously introduced.
    b. Material not previously introduced may be assigned for study.
10. Review.
    a. Daily review: teacher to use exercises provided in each lesson.
    b. General review: teacher to spend several class periods on each of the comprehensive review lessons, completing as many exercises as possible.

11. Testing may be of following types:
    - a. Dictation.
    - b. Vocabulary and idiom quizzes.
    - c. Translation.
    - d. Reading comprehension (questions based on reading selection).
    - e. Grammar.
        - 1) Multiple choice.
        - 2) Matching.
        - 3) Completion.
        - 4) Paradigms.
        - 5) Replacement and restructure.
        - 6) Translation.

12. Recommended that all grammar in text be taught.

C. Recommended rate of coverage.

1. At end of semester--13 to 15 lessons.
2. At end of year--26 to 30 lessons.

CONDITION 20-4

TRADITIONAL METHOD GERMAN

V. Specific classroom activities.

- A. Overview.
  - 1. Text: FOUNDATION COURSE IN GERMAN, by Homberger and Ebelke, published by D. C. Heath, Revised edition, 1964.
    - a. Teacher should have copy of textbook.
    - b. Each student should have his own copy of text.
  - 2. No required equipment or materials.
  - 3. Optional equipment and materials.
    - a. Tape recorder or record player.
    - b. Available realia -- Slides, film strips, newspapers, magazines, films and books.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. German may be used at teacher's discretion.
    - b. Grammar instruction must be given in English.
  - 2. Introductory lessons, 1 to 7.
    - a. Approximately one third of daily class time to be used for oral practice.
    - b. After lesson 7, oral practice should be limited to approximately one fourth of time.
  - 3. Pronunciation.
    - a. Sound system to be taught as presented in text.
  - 4. Vocabulary.
    - a. Student to memorize vocabulary lists.
    - b. Student to memorize lists of idioms.

5. Grammar.
    - a. To be taught as suggested in textbook.
    - b. Teacher to supplement text where clarification or examples may be needed.
    - c. Student to memorize paradigms.
6. Reading selections.
    - a. Teacher to read aloud and explain difficult passages.
    - b. Selections to be repeated by class and assigned for home study.
    - c. Translation into English for clarification.
7. Writing.
    - a. Should begin in first lesson.
    - b. May take form of:
        - 1) Homework assigned from text.
        - 2) Classroom exercises, including blackboard work.
    - c. Translation into German.
8. Culture and civilization.
    - a. Selections dealing with culture and civilization to be used for outside reading and class discussion.
    - b. Pertinent realia may be used.
    - c. Time not to exceed one class period per week.
9. Homework.
    - a. Exercises on material previously introduced.
    - b. Material not previously introduced may be assigned for study.
10. Review.
    - a. Daily review: teacher to use exercises provided in each lesson.
    - b. General review: teacher to spend several class periods on each of the comprehensive review lessons, completing as many exercises as possible.

11. Testing may be of the following types:
    - a. Dictation.
    - b. Vocabulary and idiom quizzes.
    - c. Translation.
    - d. Reading comprehension (questions based on reading selection).
    - e. Grammar.
        - 1) Multiple choice.
        - 2) Matching.
        - 3) Completion.
        - 4) Paradigms.
        - 5) Replacement and restructure.
        - 6) Translation.
12. Recommended grammar coverage.
    - a. All grammar in Chapters 1 through 19 to be taught.
    - b. Omit the following in Chapter 20:
        - 1) Perfect participle as adjective.
        - 2) Adjective as noun.
        - 3) Infinitive of verb as noun.
    - c. Omit chapters 21 through 25 and fourth review lesson.

C. Recommended rate of coverage.
   1. At end of semester--9 to 10 lessons.
   2. At end of year--19 to 20 lessons.

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy II: The functional skills method.

The primary objective of foreign language instruction according to the "functionalists" is that the student be able to use the language as it is used in the foreign country. It is considered essential that the four language skills be taught in a progression - listening first to the spoken word, followed by repeating orally that which was heard, then reading the graphic symbols that were both heard and spoken, and, finally, writing that which was heard, spoken and read.

The "functional skills" are taught by means of the dialog and its associated activities. There is opportunity for extensive student practice in both listening and speaking in the target language. Vocabulary is learned only in context while formal prescribed grammatical analysis is avoided.

II. Rationale.

The principle advanced by those supporting this method is that, essentially, language is speech. Written symbols are a derived and secondary form of language. We are able to use our mother tongue effectively long before we can read or write the graphic symbols representing the spoken word. Furthermore, it is claimed that language learning is a skill, not an intellectual discipline. It follows, then, that methods effective in teaching science and mathematics are not ideally suited for cultivating language habits. More appropriately, the student is instructed to practice language forms to the point that his responses are automatic, in much the same way that he uses his own language.

III. List of general criteria - functional skills methods.

- A. Use of target language in classroom.
    - 1. By the student: for all responses.
    - 2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
- B. Native tongue to be used only for describing grammar and syntax.
- C. Sequence of learning.
    - 1. Hearing.
    - 2. Speaking.
    - 3. Reading.
    - 4. Writing.
- D. Grammar.
    - 1. Descriptive rather than prescriptive.
    - 2. Incidental to functional skills being taught.
- E. Reading.
    - 1. Printed material always presented as a transcription of spoken forms.
    - 2. As direct communication without the intermediary of translation from the target language to the native tongue.
- F. Writing - learned first as a transcription of spoken forms.

G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.

H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills method.

A. Listening comprehension.
  1. At end of semester.
    a. Phonemic discrimination - all basic sounds of the language.
    b. Understanding of basic words and phrases.
  2. At end of year.
    a. Phonemic discrimination - nearly all phonemic differences.
    b. Understand simple conversation spoken at normal speed.

B. Speaking.
  1. At end of semester.
    a. Repeat any word or phrase with good accent and intonation.
    b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
  2. At end of year.
    a. Repeat sentences with correct accent and intonation.
    b. Engage in simple conversation on a variety of basic everyday situations.
    c. Ability to vary spontaneously any basic structures already learned.

C. Reading.
  1. At end of semester - read and understand directly (without translating) simple dialogs.
  2. At end of year - read and understand directly dialogs and simple prose narratives dealing with everyday situations.

D. Writing.
  1. At end of semester.
    a. Reproduce in writing simple phrases previously learned.
    b. Reproduce from dictation basic dialogs already learned.
  2. At end of year.
    a. Ability to answer questions in written form with spontaneous variation of forms and structures previously learned.
    b. Ability to express in writing simple concepts dealing with everyday situations.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

FSM--AA

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Supervise and monitor all lab drill.
3. Must use lab tapes in class an average of one fourth period daily.
4. Conduct class in foreign language.
5. Use English to clarify difficult points.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Start writing at end of prereading phase.
9. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.
8. No recording by students in lab.

FSM--AAR

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drill.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English to clarify difficult points.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Start writing at end of prereading phase.
10. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No systematic presentation of grammar.
4. No memorization of grammar generalizations.
5. No word for word translation or translation tests.
6. No use of text until after prereading phase.
7. No use of dialogs in lab after prereading phase.

LAB PROCEDURES--AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

LAB PROCEDURES--AAR LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Set up tape for recording.
        3) Turn on controls.

2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
    a. Part I.
        1) Teacher - monitor by listening at console and/or circulating around the lab.
        2) Students - listen and record program for approximately 10 minutes.
    b. Part II.
        1) Teacher - keep order while students play back and listen to their recordings.
        2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Rewind tapes.
        2) Replace headsets.
        3) Turn off controls.

CONDITION 24-1

A-LM GERMAN LEVEL ONE

V. Specific classroom activities.

- A. Overview.
  - 1. Text: A-LM GERMAN LEVEL ONE, published by Harcourt, Brace and World, 1961, 1963.
    - a. Teacher to have copy of text and Teacher's Manual.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of lab tapes or records.
    - d. Student practice records for home use.
  - 3. Optional equipment and materials.
    - a. Teacher's cue cards.
    - b. Dialog posters.
    - c. Student test booklets.
    - d. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in German.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b. Teacher to spend an average of three to five minutes daily on pronunciation drills.
    - c. Corresponding drill tapes to be used as supplement.
    - d. For detailed instructions see Teacher's Manual.

3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing material previously introduced.
5. Grammar.
    a. "Generalizations" not to be taught, assigned or tested.
    b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to "Writing" (below) for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Consists of three types (See Teacher's Manual, Introduction, section entitled, "Reading, Writing, Spelling").
9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.

- b. Refinement culture.
  - 1) Not developed in text.
  - 2) Brief commentary permitted when specific references appear in text.

10. Review.
    - a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    - b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
    - a. Proportion of grade based on oral testing.
      - 1) Prereading phase - 100 per cent.
      - 2) After prereading phase - 50 per cent.
    - b. Unit tests (with key) in Teacher's Manual to be administered.
    - c. To supplement, teacher may use following types of tests:
      - 1) Dictation (only of previously learned material).
      - 2) Rejoinder and completion.
      - 3) Multiple choice.
      - 4) True-false.

C. Methodology.

1. Dialog.
   - a. Give oral model of dialog sentences.
   - b. Dramatize sentences, using props, gestures, etc.
   - c. Indicate speaker, using dialog posters or stick figures.
   - d. Drill dialog by proceeding from choral, part-choral to individual.
   - e. After several sentences have been learned, play that portion of practice record for class.
     - 1) Distribute records.
     - 2) Ask students to practice lines at home for 15 to 20 minutes.
   - f. Have students dramatize dialog after gaining oral control.
2. Dialog adaptation.
   - a. Relate dialog to student's personal experience to aid memorization.

  - b. Present oral models.
  - c. Practice with students.
  - d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.
   - a. Present frame utterance exemplifying grammatical point.
   - b. For detailed instructions see Teacher's Manual.
4. Directed dialog.
   - a. Stimulate controlled conversation by commands.
   - b. For presentation see Teacher's Manual.
5. "Recombination Narratives."
   - a. Recite narrative once or twice and question students for comprehension.
   - b. See Teacher's Manual for further procedure.
6. "Recombination Reading Narratives."
   - a. Read narrative once or twice to students who follow it in their texts.
7. "Supplement."
   - a. Teach by repetition.
   - b. Drill by question-answer.
8. Tapes.
   - a. In the laboratory.
     - 1) Two 25-minute periods per week.
     - 2) Student must not record.
     - 3) Do not use dialogs.
     - 4) Supervise all drill (See Teacher's Edition for detailed instructions).
     - 5) Supplementary lab drill for individual students at discretion of teacher.
   - b. In the classroom.
     - 1) Average of one fourth of total weekly instruction time.
     - 2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester - 4 to 5 units.
2. At end of year - 9 units.

VI. Model Lesson Plans.

FSM

FIRST DAY

A. Orientation.
   1. Explanation of course objectives and procedures.
      a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
      b. Language learning - acquiring skills of communication.
         1) Speaking, reading, writing.
         2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
         3) Like learning to play a musical instrument.
            a) Skills developed through practice, correction and more practice.
            b) Language is actually a habit, something automatic, communicative.

B. Method of first four units.
   1. Concentration of two important aspects of language learning.
      a. New sound system.
         1) No books, printed material or chalkboards until after first four lessons have been learned.
         2) After thorough mastery, students will learn to read and write the already learned materials.
         3) Memorization of basic dialogs by imitation and repetition after model.
         4) Work with pronunciation and structure drills.
         5) Teacher to serve as primary model.
            a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
      b. Basic grammatical structures.
         1) Method of attaining correct usage in regard to grammatical patterns of the language.
            a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
   2. Use of names.
      a. Assign to each student his name equivalent in the foreign language.
      b. Teach each student to say "My name is __________" in the language.
      c. Substitute these names in context with the appropriate changes in snytax when teaching.
   3. Insist on active student participation.
   4. Time allowing, begin presentation of basic dialog, Unit 1.

FSM

INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Supplement, Unit 5 (German - numbers to 100).
    a. Individual response to teacher question.
    b. Choral reinforcement as needed.

B. Basic material (15 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model German.
      1) Make use of the same props, gestures and dramatization.
  2. Teach first four lines of dialog.
    a. Model each line several times.
      1) Break lines into partials where necessary.
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.

C. Review (15 minutes).
  1. Personal pronouns, Unit 15.
    a. Rapid choral review of repetition drill.
    b. Random sampling of remaining drills on personal pronouns.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
  2. Pronunciation drill A, Unit 5, Teacher's Manual (page 44, Section V).
    a. Model words and sentences.
    b. Individual repetition.
    c. Choral reinforcement when needed.
  3. Direct dialog, Unit 5.
    a. Rapid work with pairs of students (at their seats).
    b. Cue correct responses to prevent "stumbling."
    c. Choral and part-choral repetition of correct responses.

D. Reading, writing, spelling section (10 minutes).
  1. Lesson 18, page 28.
    a. Review - contrast drill.
    b. Dictation.

E. Re-entry (2 minutes).
  1. Choral repetition of first four lines of dialog, Unit 6.

F. Assignment: Practice record 6, side A, band 1.

FSM
AA
(Mrs. Koschatka)

CONDITION 24-2

VERSTEHEN UND SPRECHEN

V. Specific classroom activities.

- A. Overview.
  - 1. Text: DEUTSCH: VERSTEHEN UND SPRECHEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1962.
    - a. Teacher to have copy of Teacher's Edition.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of sequential lab tapes.
    - d. Student practice records.
    - e. Tests for evaluation of listening and reading comprehension.
  - 3. Optional equipment and materials.
    - a. Set of flashcards.
    - b. Printed unit quizzes.
    - c. Grading charts.
    - d. Songbooks with recordings.
    - e. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in German.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b. Teacher to spend an average of three to five minutes daily on pronunciation drills.

    c. For detailed instructions see specific units of Teacher's Edition.

3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing material previously introduced.
5. Grammar.
    a. Not to be taught, assigned or tested.
    b. Teacher to answer promptly and briefly any questions concerning grammatical structures.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Refer to Teacher's Edition for further suggestions for written work.
9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total

culture") treated in text.

b. Refinement culture.

1) Not developed in text, except for folksong section.

2) Brief commentary permitted when specific references appear in text.

10. Review.

a. Calculated recurrence in text of vocabulary and structure.

b. Use review sections after Units 5, 8, 10, 13, 15.

11. Testing.

a. Proportion of grade based on oral testing:

1) Prereading phase - 100 per cent.

2) After prereading - 50 per cent.

b. Printed tests to be administered after Units 5, 10, 15.

c. To supplement, teacher may use following types of tests:

1) Dictation (only of previously learned material).

2) Rejoinder and completion.

3) Multiple choice.

4) True-false.

C. Methodology.

1. Dialog.

a. Give oral model of dialog sentences.

b. Dramatize sentences, using props, gestures, etc.

c. Drill dialog by proceeding from choral, part-choral to individual.

d. After several sentences have been learned, play that portion of practice record for class.

1) Distribute records.

2) Ask students to practice lines at home for 15 to 20 minutes.

2. Question-answer practice.

a. Present oral models.

2

   b. Begin repetition by class, row and individual.
   c. Perform in pairs.
3. Pattern practice.
   a. Model pattern several times with first substitution item.
   b. Have students imitate model.
   c. Follow procedure (a, b) through all substitution items.
   d. Have students close books and repeat drill as before.
4. Teaching games (See Teacher's Edition).
5. Conversations.
   a. Read conversation once or twice to students who follow it in their texts.
   b. See Teacher's Edition for procedure and for extending conversations.
6. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
   a. Teach by repetition.
   b. Drill by question-answer.
7. Tapes.
   a. In the laboratory.
      1) Two 25-minute periods per week.
      2) Student must not record.
      3) Do not use dialogs.
      4) Supervise all drill (See Teacher's Edition for detailed instructions).
      5) Supplementary lab drill for individual students at discretion of teacher.
   b. In the classroom.
      1) Average of one fourth of total weekly instruction time.
      2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester - 5 units.
2. At end of year - 10 units.

VI. Model Lesson Plans.

FSM

FIRST DAY

A. Orientation.
   1. Explanation of course objectives and procedures.
      a. Language as speech - language evolved thousands of years before reading and writing, comparatively recent developments.
      b. Language learning - acquiring skills of communication.
         1) Speaking, reading, writing.
         2) First step is to "break the sound barrier." (Speaking and Listening come before reading and writing).
         3) Like learning to play a musical instrument.
            a) Skills developed through practice, correction and more practice.
            b) Language is actually a habit, something automatic, communicative.

B. Method of first four units.
   1. Concentration of two important aspects of language learning.
      a. New sound system.
         1) No books, printed material or chalkboards until after first four lessons have been learned.
         2) After thorough mastery, students will learn to read and write the already learned materials.
         3) Memorization of basic dialogs by imitation and repetition after model.
         4) Work with pronunciation and structure drills.
         5) Teacher to serve as primary model.
            a) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
      b. Basic grammatical structures.
         1) Method of attaining correct usage in regard to grammatical patterns of the language.
            a. Speaking drills - repetition, until students can say them without hesitation or mistakes.
   2. Use of names.
      a. Assign to each student his name equivalent in the foreign language.
      b. Teach each student to say "My name is __________" in the language.
      c. Substitute these names in context with the appropriate changes in snytax when teaching.
   3. Insist on active student participation.
   4. Time allowing, begin presentation of basic dialog, Unit 1.

VI. Model lesson plans.

FSM

INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
   1. Cardinal numbers, Unit 5.
      a. Counting in and out of sequence.
      b. Choral reinforcement where needed.

B. Basic material (15 minutes).
   1. Introduce first half of dialog, Unit 6.
      a. Give English.
         1) Make use of props, gestures and dramatization.
      b. Model German.
         1) Make use of the same props, gestures and dramatization.
   2. Teach first half of dialog, Unit 6.
      a. Model each line several times.
         1) Break lines into partials where needed, using "backward build-up."
      b. Elicit choral, part-choral and individual repetition.
      c. Give English for difficult lexical items that recur.

C. Review (15 minutes).
   1. Pattern practices, Unit 5.
      a. Rapid choral repetition of patterns.
      b. Random sampling of individual repetition (May use item substitution).
      c. Choral reinforcement on weak points only.
   2. Check-up on pronunciation (Teacher's Edition).
      a. Check individual pronunciation of key words.
      b. Choral repetition where reinforcement is needed.
   3. Factual and personal questions, Unit 5.
      a. Found in conversations.
      b. Questions to elicit both first and third person questions and answers.
      c. Rapid work with pairs of students (at their seats).
      d. Cue correct responses to prevent "stumbling."
      e. Choral and part-choral repetition of correct responses.

D. Reading, writing and spelling (10 minutes).
   1. Dialog and question-answer practice, Unit 5.
      a. Review reading.
         1) Choral - individual.
      b. Dictation.

E. Re-entry (2 minutes).
   1. Choral repetition of first half of dialog, Unit 6.

F. Assignment: Practice record six, side A, band 1.

THE TEACHING STRATEGIES AND LABORATORY SYSTEMS

I. Strategy III: The functional skills-grammar method.

This condition subscribes to both the objectives and the basic methodology of the "Functional Skills Method." The major point of contention is how best to develop structural mastery - the basis of effective language usage - in the school setting.

According to this approach pattern drills are supplemented by explicit instruction in the appropriate grammar. Extreme care is exercised to limit the grammar to clarifying the pattern which was practiced during the dialog - (grammar is not taught independently of the language habits developed).

II. Rationale.

Essentially, there is no empirical evidence to support the elimination of formal grammar instruction in teaching a foreign language. Indeed, Mueller reported that students frequently fail to perceive grammatical signals even after extensive drills. Others argue that the manner in which a child learns his native tongue is not entirely analogous to the way an adolescent learns a second language in the classroom. In the latter case the student can "bring his intellect to bear on his problems and can speed up immeasurably through generalizations, shortcuts, and insights into the way the language operates if, and when, he understands its structure analytically."

Finally, the accompanying explanation might serve to prevent possible student boredom when he indulges in repetitious practice for considerable periods of time.

III. List of general criteria.

A. Use of target language in classroom.
    1. By the student: for all responses.
    2. By the teacher: for daily routine communication to pupils of instructions, cues and models.
B. Native tongue to be used only for describing grammar and syntax.
C. Sequence of learning.
    1. Hearing.
    2. Speaking.
    3. Reading.
    4. Writing.
D. Grammar.
    1. Descriptive rather than prescriptive.
    2. Incidental to functional skills being taught.
E. Reading.
    1. Printed material always presented as a transcription of spoken forms.
    2. As direct communication without the intermediary of translation from the target language to the native tongue.
F. Writing - learned first as a transcription of spoken forms.
G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.
H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills-grammar method.

A. Listening comprehension.
  1. At end of semester.
    a. Phonemic discrimination - all basic sounds of the language.
    b. Understanding of basic words and phrases - spoken at normal speed.
  2. At end of year.
    a. Phonemic discrimination - nearly all phonemic differences.
    b. Understand simple conversation spoken at normal speed.

B. Speaking.
  1. At end of semester.
    a. Repeat any word or phrase with good accent and intonation.
    b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
  2. At end of year.
    a. Repeat sentences with correct accent and intonation.
    b. Engage in simple conversation on a variety of basic everyday situations.
    c. Ability to vary spontaneously any basic structures already learned.

C. Reading.
  1. At end of semester.
    a. Read and understand directly (without translating) simple dialogs.
    b. Understand grammatical functions in the reading material.
  2. At end of year.
    a. Read and understand directly dialogs and simple prose narratives dealing with everyday situations.
    b. Ability to understand all grammatical functions in the readings.

D. Writing.
  1. At end of semester.
    a. Write simple phrases previously learned with understanding of the grammatical functions involved.
    b. Reproduce from dictation basic dialogs already learned.
  2. At end of year.
    a. Ability to answer questions in writing with spontaneous variation of forms and structures previously learned.
    b. Ability to express in writing simple concepts dealing with everyday situations.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Use lab tapes in class an average of one fourth period daily.
3. Supervise and monitor all lab drill.
4. Conduct class in foreign language.
5. Use English only for explaining structures and grammar.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Devote an average of one third of class time to teaching of grammar.
9. Teach grammar after textual examples appear.
10. Follow grammar sequence prescribed by text.
11. Require students to keep notebook for grammar.
12. Have students memorize rules of grammar.
13. Start writing at end of prereading phase.
14. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.
6. No recording by students in lab.

FSGM--AAR

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drills.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English only for explaining structures and grammar.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Devote an average of one third of class time to grammar.
10. Follow grammar sequence prescribed by text.
11. Teach grammar after textual examples appear.
12. Require students to keep notebook for grammar.
13. Have students memorize rules of grammar.
14. Start writing at end of prereading phase.
15. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.

LAB PROCEDURES --AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

LAB PROCEDURES--AAR LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Set up tape for recording.
        3) Turn on controls.

2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
    a. Part I.
        1) Teacher - monitor by listening at console and/or circulating around the lab.
        2) Students - listen and record program for approximately 10 minutes.
    b. Part II.
        1) Teacher - keep order while students play back and listen to their recordings.
        2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Rewind tapes.
        2) Replace headsets.
        3) Turn off controls.

CONDITION 23-1

A-LM GERMAN LEVEL ONE

V. Specific classroom activities.

- A. Overview.
  - 1. Text: A-LM GERMAN LEVEL ONE, published by Harcourt, Brace and World, 1961, 1963.
    - a. Teacher to have copy of text and Teacher's Manual.
    - b. Each student to have his own copy of text.
  - 2. Required equipment and materials.
    - a. Audio-active laboratory.
    - b. Tape recorder or record player.
    - c. Complete set of lab tapes or records.
    - d. Student practice records for home use.
  - 3. Optional equipment and materials.
    - a. Teacher's cue cards.
    - b. Dialog posters.
    - c. Student test booklets.
    - d. Complete set of test tapes.
- B. Suggestions to the teacher.
  - 1. Use of foreign language.
    - a. Essential for teacher to conduct class in German.
    - b. English to be used only when necessary for clarifying difficult points.
  - 2. Pronunciation.
    - a. Teacher's pronunciation to serve as model.
    - b. Teacher to spend an average of three to five minutes daily on pronunciation drills.

c. Corresponding drill tapes to be used as supplement.

d. For detailed instructions see Teacher's Manual.

3. Vocabulary.
   a. Should be taught only within context of dialogs and drills.
   b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
   a. Should be used daily for an average of one fourth of class period.
   b. Should be used for reinforcing material previously introduced.
5. Grammar.
   a. All grammar appearing in "Generalizations" to be taught.
   b. In addition, the following to be taught:
      1) Verbs.
         a) WISSEN, KENNEN.
         b) HABEN, SEIN (present perfect and auxiliaries).
         c) WERDEN and infinitive (future tense).
      2) Dative case.
         a) Comprehensive treatment.
         b) Prepositions which govern dative.
6. Reading.
   a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
   b. Sequence should be from choral to individual response.
   c. No formal translation permitted.
7. Homework.
   a. During prereading phase, dialog memorization with aid of student practice records.

   b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
   c. Refer to "Writing" (below) for further homework suggestions.

8. Writing.
   a. Should start at conclusion of prereading phase.
   b. Should always be based on previously learned dialogs and conversations.
   c. Consists of three types (See Teacher's Manual, Introduction, section entitled "Reading, Writing, Spelling").
9. Culture.
   a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
   b. Refinement culture.
      1) Not developed in text.
      2) Brief commentary permitted when specific references appear in text.
10. Review.
   a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
   b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
   a. Proportion of grade based on oral testing:
      1) Prereading phase - 100 per cent.
      2) After prereading phase - 50 per cent.
   b. Unit tests (with key) in Teacher's Manual to be administered.
   c. To supplement, teacher may use following types of tests:
      1) Dictation (only of previously learned material).
      2) Rejoinder and completion.
      3) Multiple choice.
      4) True-false.

C. Methodology.

1. Dialog.

   a. Give oral model of dialog sentences.

   b. Dramatize sentences, using props, gestures, etc.

   c. Indicate speaker, using dialog posters or stick figures.

   d. Drill dialog by proceeding from choral, part-choral to individual.

   e. After several sentences have been learned, play that portion of practice record for class.

      1) Distribute records.

      2) Ask students to practice lines at home for 15 to 20 minutes.

   f. Have students dramatize dialog after gaining oral control.

2. Dialog adaptation.

   a. Relate dialog to student's personal experience to aid memorization.

   b. Present oral models.

   c. Practice with students.

   d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.

   a. Present frame utterance exemplifying grammatical point.

   b. For detailed instructions see Teacher's Manual.

4. Directed dialog.

   a. Stimulate controlled conversation by commands.

   b. For presentation see Teacher's Manual.

5. "Generalizations."

   a. Draw paradigms (found at end of unit in text) on blackboard.

   b. Explain grammatical rules and exceptions, and give examples.

   c. Work with applicable drills.

   d. Have student keep a notebook.

        1) This to include grammar rules and paradigms.
        2) This material to be memorized by student.

6. "Recombination Narratives."
    a. Recite narrative once or twice and question students for comprehension.
    b. See Teacher's Manual for further procedure.
7. "Recombination Reading Narratives."
    a. Read narrative once or twice to students who follow it in their texts.
8. "Supplement."
    a. Teach by repetition.
    b. Drill by question-answer.
9. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Student must not record.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Manual for detailed instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.
    1. At end of semester - 4 to 5 units.
    2. At end of year - 9 units.

VI. Model lesson plans.

FSG

FIRST DAY

A. Orientation.

1. Explanation of course objectives and procedures.
   - a. Language as combination of speech and grammar.
     - 1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
     - 2) Language learning - acquiring skills of communication.
       - a) Speaking, reading, writing.
       - b) Must "break the sound barrier" while understanding grammatical structures included.
       - c) Like learning to play a musical instrument.
         - 1. Skills developed through practice, correction and more practice.
         - 2. Language is actually a habit, with correct grammatical construction being automatic.
         - 3. Language is communicative.

B. Method of first four units.

1. New sound system.
   - a. Mastery in speech and listening is necessary.
   - b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking procedure.

2. Gaining control of new sound systems.
   - a. Memorization of basic dialogs by imitation and repetition after model.
   - b. Work with pronunciation and structure drills.
   - c. Teacher to serve as primary model.
     - 1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.

3. Gaining control of grammatical patterns.
   - a. Speaking drills.
   - b. Grammar generalizations.

4. Use of names.
   - a. Assign to each student his name equivalent in the foreign language.
   - b. Teach student to say "My name is ________" in the language.
   - c. Substitute these names in context with the appropriate changes in syntax when teaching.
   - d. Insist on active student participation.

5. Time allowing, begin presentation of basic dialog, Unit 1.

FSG

INTERMEDIATE

A. Warm-up (3 minutes).
  1. Supplement, Unit 5 (German - numbers to 100).
    a. Individual response to teacher question.
    b. Choral reinforcement as needed.

B. Basic material (10 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model German.
      1) Make use of the same props, gestures and dramatization.
  2. Teach first four lines of dialog.
    a. Model each line several times.
      1) Break lines into partials where necessary
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.

C. Review (10 minutes).
  1. Personal pronouns, Unit 5.
    a. Rapid choral review of repetition drill.
    b. Random sampling of remaining drills on personal pronouns.
      1) Individual response.
      2) Choral reinforcement on weak spots only.
  2. Pronunciation Drill A, Unit 5, Teacher's Manual, page 44.
    a. Model words and sentences.
    b. Individual repetition.
    c. Choral reinforcement when needed.
  3. Directed dialog, Unit 5.
    a. Rapid work with pairs of students (at their seats).
    b. Cue correct responses to prevent "stumbling."
    c. Choral and part-choral repetition of correct responses.

D. Reading, writing and spelling (10 minutes).
  1. Lesson 18, page 28.
    a. Review contrast drill.
    b. Dictation.

E. Grammar (10 minutes).
  1. Drawing paradigms of grammar generalization on board (to be found at end of unit in text, or in additional materials).
  2. Explanation of paradigm.
    a. Grammatical rules and exceptions.
    b. Examples.
    c. Work with applicable drills.
  3. Writing by students in notebooks.
  4. Memorization by students.

F. Re-entry (2 minutes).
  1. Choral repetition of first four lines of dialog, Unit 6.

G. Assignment.
  1. Practice record six, side A, band 1.
  2. Grammar assignment.

CONDITION 23-2

VERSTEHEN UND SPRECHEN

V. Specific classroom activities.

  A. Overview.

    1. Text: DEUTSCH: VERSTEHEN UND SPRECHEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1962.

      a. Teacher to have copy of Teacher's Edition.

      b. Each student to have his own copy of text.

    2. Required equipment and materials.

      a. Audio-active laboratory.

      b. Tape recorder or record player.

      c. Complete set of sequential lab tapes

      d. Student practice records for home use.

      e. Tests for evaluation of listening and reading comprehension.

    3. Optional equipment and materials.

      a. Set of flashcards.

      b. Printed unit quizzes.

      c. Grading charts.

      d. Songbooks with recordings.

      e. Complete set of test tapes.

  B. Suggestions to the teacher.

    1. Use of foreign language.

      a. Essential for teacher to conduct class in German.

      b. English to be used only when necessary for clarifying difficult points.

    2. Pronunciation.

      a. Teacher's pronunciation to serve as model.

   b. Teacher to spend an average of three to five minutes daily on pronunciation drills.
   c. For detailed instructions see specific units of Teacher's Edition.
3. Vocabulary.
   a. Should be taught only within context of dialogs and drills.
   b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
   a. Should be used daily for an average of one fourth of class period.
   b. Should be used for reinforcing of material previously introduced.
5. Grammar.
   a. Of grammar itemized at beginning of each unit in Teacher's Edition, the following not to be taught:
      1) Subordinate clauses.
      2) The impersonal MAN.
      3) Prepositions governing accusative, genitive.
      4) DA and WO compounds.
      5) Adjective endings.
      6) Reflexive constructions.
      7) Past perfect tense.
      8) Narrative past tense.
      9) Passive voice.
      10) Complex verb constructions with modal auxiliaries.
      11) Accusative of destination....WOHIN.
      12) Unit 20.
   b. In addition to that listed in Teacher's Edition, the following grammar to be taught:

        1) Word order, position of direct and indirect objects.
        2) Definite and indefinite articles.
        3) Paradigm of WERDEN.

6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.

7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with practice records.
    c. Refer to Teacher's Edition for further homework suggestions.

8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Refer to Teacher's Edition for further suggestions for written work.

9. Culture.
    a. Only everyday activities and situations (anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text, except for folksong section.
        2) Brief commentary permitted when specific references appear in text.

10. Review
    a. Calculated recurrence in text of vocabulary and structure.

      - b. Use review section after Units 5, 8, 10, 13, 15.
  - 11. Testing.
      - a. Proportion of grade based on oral testing:
          - 1) Prereading phase - 100 per cent.
          - 2) After prereading phase - 50 per cent.
      - b. Printed tests to be administered after Units 5, 10, 15.
      - c. To supplement, teacher may use following types of tests:
          - 1) Dictation (only of previously learned material).
          - 2) Rejoinder and completion.
          - 3) Multiple choice.
          - 4) True-false.

C. Methodology.

- 1. Dialog.
    - a. Give oral model of dialog sentences.
    - b. Dramatize sentences, using props, gestures, etc.
    - c. Drill dialog by proceeding from choral, part-choral to individual.
    - d. After several sentences have been learned, play that portion of practice record for class.
        - 1) Distribute records.
        - 2) Ask students to practice lines at home for 15 to 20 minutes.
- 2. Question-answer practice.
    - a. Present oral models.
    - b. Begin repetition by class, row and individual.
    - c. Perform in pairs.
- 3. Pattern practice.
    - a. Model pattern several times with first substitution item.
    - b. Have students imitate model.

   - c. Follow procedure (a,b) through all substitution items.
   - d. Have students close books and repeat drill as before.

4. Grammar.
   - a. Introduce in same sequence as prescribed in Teacher's Edition.
   - b. Present only after examples have appeared in text.
   - c. Devote approximately one fourth of weekly instruction time to grammar.
   - d. Write grammar rules and generalizations on blackboard.
   - e. Have student keep a notebook.
     - 1) This to include grammar rules and paradigms.
     - 2) This material to be memorized by student.
5. Teaching games (See Teacher's Edition).
6. Conversations.
   - a. Read conversation once or twice to students who follow it in their texts.
   - b. See Teacher's Edition for procedure and for extending conversations.
7. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
   - a. Teach by repetition.
   - b. Drill by question-answer.
8. Tapes.
   - a. In the laboratory.
     - 1) Two 25-minute periods per week.
     - 2) Students must not record.
     - 3) Do not use dialogs.
     - 4) Supervise all drill (See Teacher's Edition for detailed instructions).
     - 5) Supplementary lab drill for individual students at discretion of teacher.

- b. In the classroom.
    - 1) Average of one fourth of total weekly instruction time.
    - 2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

- 1. At end of semester - 5 units.
- 2. At end of year - 10 units.

VI. Model lesson plans.

FSG

FIRST DAY

A. Orientation.
  1. Explanation of course objectives and procedures.
    a. Language as combination of speech and grammar.
      1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
      2) Language learning - acquiring skills of communication.
        a) Speaking, reading, writing.
        b) Must "break the sound barrier" while understanding grammatical structures included.
        c) Like learning to play a musical instrument.
          1. Skills developed through practice, correction and more practice.
          2. Language is actually a habit, with correct grammatical instruction being automatic.
          3. Language is communicative.

B. Method of first four units.
  1. New sound system.
    a. Mastery in speech and listening is necessary.
    b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking precedence.
  2. Gaining control of new sound systems.
    a. Memorization of basic dialogs by imitation and repetition after model.
    b. Work with pronunciation and structure drills.
    c. Teacher to serve as primary model.
      1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
  3. Gaining control of grammatical patterns.
    a. Speaking drills.
    b. Grammar generalizations.
  4. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach each student to say "My name is ________" in the language.
    c. Substitute these names in context with the appropriate changes in syntax when teaching.
    d. Emphasize active student participation.
  5. Introduction of DIR and IHNEN in their proper perspective.
  6. Time allowing, begin presentation of basic dialog, Unit 1.

FSG

INTERMEDIATE - UNIT 6

- A. Warm-up (3 minutes).
  - 1. Cardinal Numbers, Unit 5.
    - a. Counting in and out of sequence.
    - b. Choral reinforcement where needed.
- B. Basic material (10 minutes).
  - 1. Introduce first half of dialog, Unit 6.
    - a. Give English.
      - 1) Make use of props, gestures and dramatization.
    - b. Model German.
      - 1) Make use of same props, gestures and dramatizations.
  - 2. Teach first half of dialog, Unit 6.
    - a. Model each line several times.
      - 1) Break lines into partials where needed, using "backward build-up."
    - b. Elicit choral, part-choral and individual repetition.
    - c. Give English for difficult lexical items that recur.
- C. Review (10 minutes).
  - 1. Pattern practices, Unit 5.
    - a. Rapid choral repetition of patterns.
    - b. Random sampling of individual repetition (May use item substitution).
    - c. Choral reinforcement on weak points only.
  - 2. Check-up on pronunciation (Teacher's Edition).
    - a. Check individual pronunciation of key words.
    - b. Choral repetition where reinforcement is needed.
  - 3. Factual and personal questions, Unit 5.
    - a. Found in conversations.
    - b. Questions to elicit both first and third person questions and answers.
    - c. Rapid work with pairs of students (at their seats).
    - d. Cue correct responses to prevent "stumbling."
    - e. Choral and part-choral repetition of correct responses.
- D. Reading, writing and spelling (10 minutes).
  - 1. Dialog and question-answer practice, Unit 5.
    - a. Review reading.
      - 1) Choral - individual.
    - b. Dictation.
- E. Grammar (10 minutes).
  - 1. Drawing paradigm of grammar generalization on board (to be found at end of unit in text or in additional materials).
  - 2. Explanation of paradigms.
    - a. Grammatical rules and exceptions.
    - b. Examples.
    - c. Work with applicable drills.
  - 3. Writing by students in notebooks.
  - 4. Memorization by students.
- F. Re-entry (2 minutes).
  - 1. Choral repetition of first half of dialog, Unit 6.
- G. Assignment.
  - 1. Practice record six, side A, band 1.
  - 2. Grammar assignment.

GRAMMAR OUTLINE FOR A-LM GERMAN

1. The verbs wissen and kennen.
   a. Wissen is used when one refers to knowledge of a fact.

      Wissen Sie wo Helmut ist?
      Ja, ich weiss es!

   b. Kennen is used in the sense of being acquainted with something or someone.

      Kennst du Herrn Besenbinder.

2. Haben and sein as auxiliaries in the present perfect.
   a. Most verbs take haben as the auxiliary.

      Er hat lange auf sie gewartet.
      Was hast du denn gemacht.
      Ich habe mir das Bein gebrochen.

   b. Verbs indicating motion and changes of condition take sein as the auxiliary.

      Sie ist gestern nach Berlin gefahren.
      Was ist dir nur passiert?
      Ich bin gerade ins Wasser gefallen.

GRAMMAR OUTLINE FOR VERSTEHEN UND SPRECHEN

PERSONAL PRONOUNS

Singular	Plural
ich - I	wir - we
du - you	ihr - you
Sie - you	Sie - you
er, sie, es - he she it	sie - they

1. There are two forms of address in German:

   a. Formal (Sie, Sie).
   b. Familiar (du, ihr).

2. The formal Sie is used to address adults who are not members of your family, relatives or close friends.

3. Sie is used to address one or several persons. The infinitive form of the verb is always used with Sie.

4. The pronouns Sie and sie have different meanings:

   sie - she
   sie - they
   Sie - you (formal singular)
   Sie - you (formal plural)

5. The familiar pronouns du and ihr are used to address members of your family, relatives, close friends, children and classmates.

PRESENT TENSE OF VERBS

Person	Infinitive stem + en	Infinitive wohnen
Singular - 1st	stem + e	ich wohne
2nd	stem + st	du wohnst
3rd	stem + t	er, sie, es wohnt
Plural - 1st	stem + en	wir wohnen
2nd	stem + t	ihr wohnt
3rd	stem + en	sie wohnen
formal	stem + en	Sie wohnen

1. Most German infinitives end in -en: wohnen, lernen, fragen, sagen, spielen, machen, besuchen, holen, belegen, warten, anrufen, meinen, heissen, gehen, kommen.

2. To find the stem of a verb, the infinitive ending -en is dropped. The stem of wohnen is wohn-.

3. Most verb endings, as indicated in the chart above, are added to the stem to show the changes in person and number.

4. The following verb forms are identical:
   a. 3rd person, singular - er wohnt
      2nd person, plural - ihr wohnt

   b. Infinitive - wohnen
      1st person, plural - wir wohnen
      3rd person, plural - sie wohnen

   c. The formal mode of address is also the same as the third person plural, but Sie is capitalized.

5. The second person singular becomes identical with the third person singular when the verb stem ends in an "s" sound and the "s" of the second person singular is omitted.

heissen
du heisst
er heisst

6. With verb stems which end in "-t" or "-d", an "e" is inserted between the stem and the ending in the second and third persons singular and in the second person plural.

warten

du wartest
er wartet
ihr wartet

PRESENT TENSE of sein (an irregular verb).

SINGULAR	PLURAL
ich bin	wir sind
du bist	ihr seid
er) sie) ist es)	sie) Sie) sind

PRESENT TENSE of haben (irregular).

SINGULAR		PLURAL
ich habe		wir haben
du hast	(familiar)	ihr habt
Sie haben	(formal)	Sie haben
er) sie) hat es)		sie haben

WORD ORDER IN QUESTIONS.

The position of the subject and verb is reversed in questions that are answered by "yes" or "no."

Haben Sie eine Tochter? Ja, ich habe eine Tochter.

DEFINITE ARTICLES - NOMINATIVE AND ACCUSATIVE SINGULAR.

	NOMINATIVE	ACCUSATIVE
masculine	der	den
feminine	die	die
neuter	das	das

1. In German the definite article has three forms in the singular:

   der, die, das

   der Lehrer, die Frau, das Haus

2. All nouns have masculine, feminine or neuter gender. The definite article must be learned with each noun.

3. Feminine and neuter nouns take the same article in both the nominative and accusative:

   die - die
   das - das

4. When masculine nouns change from the nominative to the accusative, the article changes from der to den.

   Ich sehe den Lehrer.
   Ich sehe die Frau.
   Ich sehe das Haus.

INTERROGATIVE PRONOUNS

wer?	who?
was?	what?

1. Wer, meaning who, refers to people.

2. Was, meaning what, refers to objects.

INDEFINITE ARTICLES - NOMINATIVE AND ACCUSATIVE SINGULAR

	NOMINATIVE	ACCUSATIVE
masculine	ein	einen
feminine	eine	eine
neuter	ein	ein

1. In German the indefinite article has three forms:

   ein, eine, ein

   ein Lehrer, eine Frau, ein Haus

2. As with the definite articles, feminine and neuter forms of the indefinite article are the same in both the nominative and the accusative. Note, however, the difference in the masculine from nominative to accusative.

3. Kein, nominative and accusative.
   a. Kein takes the endings of ein. It is therefore called an ein-word.
   b. Kein is the negative of ein. It means "no," "not a," "not any."

Ich habe kein Brot.
Ich habe keine Butter.

PERSONAL PRONOUNS

	NOMINATIVE	ACCUSATIVE
masculine	er	ihn
feminine	sie	sie
neuter	es	es

1. Ihn, sie, es are the accusative equivalents of er, sie, es.
2. Only the masculine form changes from nominative to accusative - er to ihn.
3. In German all nouns have masculine, feminine or neuter gender. The personal pronoun always agrees in gender and number with the noun it replaces. In the sentences below, the noun or pronoun is the subject of the sentence. The subject is always in the nominative case.

Der Vater)
Er) ist hier.

Die Mutter)
Sie) ist hier.

Das Kind)
Es) ist hier.

4. The noun which is replaced in the sentences below is the direct object. The direct object is always in the accusative case. The personal pronoun always agrees in gender, number and case with the noun it replaces.

Ich sehe (den Vater.
(ihn.

Ich sehe (die Mutter.
(sie.

Ich sehe (das Kind.
(es.

5. Note that the personal pronoun and the definite article have the same final sound.

	NOMINATIVE SINGULAR			NOMINATIVE SINGULAR		
Pronoun	er	sie	es	ihn	sie	es
Article	der	die	das	den	die	das

6. The English word "it" has three forms in the nominative: er, sie, es.

Der Tisch)
Er) ist hier.

Die Tür)
Sie) ist hier.

Das Buch)
Es) ist hier.

7. There are also three forms for "it" in the accusative: ihn, sie, es.

Ich sehe (den Tisch.
(ihn.

Ich sehe (die Tür.
(sie.

Ich sehe (das Buch.
(es.

INTERROGATIVE PRONOUNS - ACCUSATIVE

wen?	whom? - refers to people.
was?	what? - refers to things.

Wen and was are the direct objects of the verb.

POSSESSIVE ADJECTIVES

Nominative Singular

	masculine	feminine	neuter
ich	mein	meine	mein
du	dein	deine	dein
er, es	sein	seine	sein
sie	ihr	ihre	ihr
wir	unser	unsre	unser
ihr	euer	eure	euer
sie	ihr	ihre	ihr
Sie	Ihr	Ihre	Ihr

Accustaive Singular

	masculine	feminine	neuter
ich	meinen	meine	mein
wir	unsren	unsre	unser

1. Other forms follow examples above. Possessive adjectives have endings the same as ein and are referred to as "ein-words."

2. Alternate forms of possessive adjectives are as follows:

unsre - unsere
eure - euere
unsren - unsern - unseren
euren - euern - eueren

PERSONAL PRONOUNS - DATIVE

	Singular	Plural
1st person	mir	uns
2nd person	dir Ihnen	euch Ihnen
3rd person	ihm ihr ihm	ihnen

INTERROGATIVE PRONOUN

wem?	to whom?

1. The above forms are used as indirect objects.

Mein Vater bringt mir ein Buch.
Mein Vater bringt ihm ein Buch.

2. The second person forms, formal mode, for the accusative and dative are:

accusative - Sie
dative - Ihnen

Note the similarity to the 3rd person plural.

WORD ORDER - NOUNS AND PRONOUNS

Position of Direct and Indirect Objects.

1. Regular order of noun objects.

$$\text{Mein Vater gibt } \underbrace{\text{dem Lehrer}}^{\text{indirect}} \ \underbrace{\text{das Buch}}^{\text{direct object}}.$$

2. When a personal pronoun replaces the indirect object, the word order stays the same.

Mein Vater gibt ihm das Buch.

3. When both objects are pronouns, the direct object usually precedes the indirect object.

Mein Vater gibt es ihm.

THE DATIVE CASE

1. DEFINITE ARTICLE

masculine - dem
feminine - der
neuter - dem

Er gibt dem Vater das Buch.
Er gibt der Mutter das Buch.
Er gibt dem Mädchen das Buch.

2. INDEFINITE ARTICLE

masculine - einem
feminine - einer
neuter - einem

3. POSSESSIVE ADJECTIVES

a. meinem, deinem, seinem, ihrem, unsrem, eurem, ihrem, Ihrem and keinem.

b. The dative endings of all "ein-words" are the same as those of the definite article.

c. Alternate forms:

unsrem - unserm - unserem
unsrer - unserer
eurem - euerer, euerem
eurer - euerer

4. SUMMARY OF DATIVE ENDINGS

a. Masculine

) dem (
) einem (
Er gibt) meinem (Vater das Buch.
) keinem (

b. Feminine

) der (
) einer (
Er gibt) meiner (Mutter das Buch.
) keiner (

c. Neuter

) dem (
) einem (
Er gibt) meinem (Mädchen das Buch.
) keinem (

VERBS - VOWEL CHANGES IN THE PRESENT TENSE

Vowel Change - e - i

	geben	essen	sprechen
ich	gebe	esse	spreche
du	gibst	isst	sprichst
er, sie, es	gibt	isst	spricht
wir	geben	essen	sprechen
ihr	gebt	esst	sprecht
sie, Sie	geben	essen	sprechen

Note:

1. The vowel changes occur in the second and third person singular only.
2. The endings do not change.
3. In verb stems which end in an "s" sound, the final "s" of the second person singular is dropped. This makes the second person identical to the third person.

du isst, liest

er)
sie)isst, liest
es)

Vowel Change - e - ie

	sehen	lesen
ich	sehe	lese
du	siehst	liest
er, sie, es	sieht	liest
wir	sehen	lesen
ihr	seht	lest
sie, Sie	sehen	lesen

WERDEN - PRESENT TENSE

ich werde	wir werden
du wirst	ihr werdet
er) sie) wird es)	sie, Sie werden

FUTURE TENSE

1. Werden as an auxiliary verb followed by the infinitive, is used to form the future tense.

Ich werde den Lehrer rufen.
Er wird morgen ankommen.
Wir werden später in die Stadt fahren.

2. In conversational usage, the present tense with an adverb of time is preferred to express the future in German.

Ich rufe gleich den Lehrer.
Er kommt morgen an.
Wir fahren später in die Stadt.

WOHIN AND WOHER

Wo?	Where?
Wohin?	Where (to)?
Woher?	Where (from)?

1. In German you may use either of the following:

   a. Start an interrogative sentence with:
      1) wohin?
      2) woher?

      Wohin gehen Sie?
      Woher kommen Sie?

   b. Begin the sentence with wo only and place hin or her last in the interrogative sentence.

      Wo gehen Sie hin?
      Wo kommen Sie her?

2. Hin denotes motion away from the speaker; her means motion toward the speaker.

DATIVE PREPOSITIONS

1. The prepositions listed below are always followed by dative forms:

nach	to (place), after (time)
aus	out of, from
mit	with
bei	at, near
von	of, from
zu	to
gegenüber	opposite

2. The dative forms below have been introduced:

definite articles	dem, der
indefinite articles	einem, einer
negative kein	keinem, keiner
possessive adjectives	meinem, meiner, deinem, deiner, etc.
personal pronouns	mir, dir, ihm, etc.
question word	wem?

3. The following contractions are commonly used with the prepositions bei, von, zu when these precede the dative form of the definite article:

bei dem - beim
von dem - vom
zu dem - zum
zu der - zur

4. The preposition gegenüber may either precede or follow a dative form.

PERSONAL PRONOUNS - ACCUSATIVE

Singular	Plural
mich	uns
dich	euch
Sie	Sie
ihn	sie
sie	
es	

1. Accusative forms used as direct objects are:

mich, dich, uns, etc.

2. The subject pronoun Sie is also Sie in the accusative for both singular and plural.

VERB PHRASES - MODAL AUXILIARIES

1. The modal infinitive construction consists of:

   a. An auxiliary verb which changes in person and number:

   ich muss, du kannst, er soll, etc.

   b. And an infinitive form which always comes at the end of the sentence or clause:

   holen, lesen, zeigen

	auxiliary		infinitive
Ich	muss	ein Buch	holen.

2. The auxiliary verb in German functions very much like the auxiliary verb in English.

Müssen	expresses necessity (to have to, must). Ich muss warten.
Können	expresses ability or possibility (to be able to, can). Ich kann warten.
Wollen	expresses desire (to want to). Ich will warten.
Sollen	expresses obligation or hearsay (to be supposed to, to be said to). Ich soll warten.

a. The verbs müssen, können, wollen and sollen are regular in the plural of the present tense:

wir	müssen	können	wollen	sollen
ihr	müsst	könnt	wollt	sollt
sie, Sie	müssen	können	wollen	sollen

b. All the auxiliary verbs, except sollen, have stem vowel changes in the singular:

ich	muss	kann	will	soll
du	musst	kannst	willst	sollst
er, sie, es	muss	kann	will	soll

c. Notice the changes of sound from:

ü to u: müssen - muss
ö to a: können - kann
o to i: wollen - will

d. The first and third persons singular lack personal endings and are the same. Note omission of the usual -e ending in the first person singular, and the usual -t ending in the third person.

NOUN PLURALS (-N, -EN)

NOMINATIVE

	Singular	Plural
masculine	der Polizist	die Polizisten
feminine	die Frau	die Frauen

ACCUSATIVE

	Singular	Plural
masculine	die Polizisten	die Polizisten
feminine	die Frauen	die Frauen

1. Nouns in this group form the plural by adding -n or -en; they never take an umlaut.

2. The following nouns belong to this group:

a. All feminine nouns with more than one syllable.

Singular	Plural
die Blume	- die Blumen
die Freundin	- die Freundinnen
die Entzündung	- die Entzündungen

Exceptions: Mutter, Tochter and their compounds.

b. Certain one syllable nouns add -en in the plural.

Singular	Plural
die Uhr	die Uhren
die Frau	die Frauen

c. Some masculine nouns add -en in the plural.

Singular	Plural
der Herr	die Herren
der Polizist	die Polizisten

3. There are no neuter nouns in this group.

4. The nominative and accusative plural forms for all nouns are always the same.

DEFINITE ARTICLES - SUMMARY

	NOMINATIVE	ACCUSATIVE
	Singular	Singular
masculine	der	den
feminine	die	die
neuter	das	das

NOMINATIVE AND ACCUSATIVE PLURAL

masculine	die
feminine	die
neuter	die

The plural form of the definite article is die in accusative for all three genders.

DÜRFEN AND MÖGEN IN VERB PHRASES

1. Dürfen signifies permission (to be allowed to, may).
Darf ich die Schuhe anprobieren?

Mögen signifies inclination (to desire to, to like).
Ich möchte gehen.

2. Dürfen is regular only in the plural of the present tense; the irregular forms are:

ich darf
du darfst
er)
sie) darf
es)

Note the sound-change "ü" to "a": dürfen - darf.

Mögen is commonly used in the following forms:

ich möchte	wir	möchten
du möchtest	ihr	möchtet
er) sie) möchte es)	sie, Sie	möchten

PRESENT TENSE VERBS WITH VOWEL CHANGES

	fahren	gefallen	lassen
ich	fahre	gefalle	lasse
du	fährst	gefällst	lässt
er, sie, es	fährt	gefällt	lässt

Note vowel changes from "a" to "ä" appear only in the second and third persons singular.

PRESENT TENSE - VERBS WITH SEPARABLE PREFIXES

Infinitive: aussehen

Present:
ich sehe aus
du siehst aus
er)
sie) sieht aus
es)

1. SEPARABLE PREFIXES

   Prefixes are separated from the verb stem and stand at the end of the sentence in German. This is quite important since verb and prefix must be associated for meaning and understanding.

2. INSEPARABLE PREFIXES

   Prefixes are never separated from the verb stem.

besuchen - ich besuche, du besuchst.

NOUN PLURALS

1. WITHOUT UMLAUT

	NOMINATIVE	
	Singular	Plural
masculine	der Schuh	die Schuhe
feminine	N O N E	
neuter	das Heft	die Hefte

ACCUSATIVE

	Singular	Plural
masculine	den Schuh	die Schuhe
feminine	NONE	
neuter	das Heft	die Hefte

2. WITH UMLAUT

NOMINATIVE

	Singular	Plural
masculine	der Hut	die Hüte
feminine	die Wurst	die Würste
neuter	das Gespräch	die Gespräche

ACCUSATIVE

	Singular	Plural
masculine	den Hut	die Hüte
feminine	die Wurst	die Würste
neuter	das Gespräch	die Gespräche

a. All nouns in this group form their plural by adding -e.

   1) All feminine nouns in this group add umlaut.

   2) Neuter nouns in this group do not add umlaut but retain umlaut in the plural if they have it in the singular.

   3) Masculine nouns frequently add umlaut.

b. The nominative and accusative plural forms of nouns are always the same.

VERBS - PRESENT TENSE WITH VOWEL CHANGES

	vergessen	nehmen
ich	vergesse	nehme
du	vergisst	nimmst
er, sie, es	vergisst	nimmt
wir	vergessen	nehmen
ihr	vergesst	nehmt
sie, Sie	vergessen	nehmen

COMMAND FORMS

1. FORMAL

Statement - Sie nehmen den Bus.
Question - Nehmen Sie den Bus?
Command - Nehmen Sie den Bus!

The intonation rises in a question; in a command it falls.

2. Note irregular command of sein, as in seien.

Seien Sie vorsichtig!

FAMILIAR COMMAND - PLURAL

1. Statement - Ihr nehmt den Bus.
   Command - Nehmt den Bus!

   Note: Same form as second person plural but personal pronoun is dropped.

2. Verbs with stems ending in "-t" or "-d" require an "-e" between the stem and the ending "-t."

   Wartet! Antwortet!

FAMILIAR COMMAND - SINGULAR

1. Same verb form as the first person singular.

   Kaufe! Hole! Suche! Fahre! Gehe! Laufe!

   Note: Final "-e" is frequently dropped.

   Kauf dir etwas!
   Lauf schnell!

2. In some verbs the vowel changes from "-e" to "-i" or "ie" and the form is the same as the second person singular present without the personal ending.

Infinitive	2nd Person Singular	Familiar
geben	du gibst	gib!
essen	du isst	iss!
lesen	du liest	lies!
nehmen	du nimmst	nimm!

3. Sein and werden.

   a. Sei! Sei vorsichtig!

   b. Werde! Werde nicht böse!

MILD COMMAND

1. This is always expressed in the first person plural (it is equivalent to "let us"). Inverted word order and the exclamation point must be used.

   Statement - Wir nehmen den Bus.
   Question - Nehmen wir den Bus?
   Mild Command - Nehmen wir den Bus!

POSSESSIVE ADJECTIVES AND KEIN

NOMINATIVE AND ACCUSATIVE

Singular		Plural	
ich	meine	wir	unsre
du	deine	ihr	eure
er, es	seine	sie	ihre
sie	ihre	Sie	Ihre
	keine		

1. Possessive adjectives have only one form for all three genders in the plural.

2. Nominative and accusative forms are identical.

3. Note the alternate forms:

unsre - unsere
eure - euere

4. Keine serves two functions:

   a. Plural of kein.

   b. Negative plural of the indefinite article ein.

THE PRESENT PERFECT TENSE

WEAK VERBS

1. To form the present perfect, use the present tense of haben or sein followed by the past participle of the main verb.

Ich habe gesagt.
Er hat gewartet.

2. The past participle of regular weak verbs is formed by adding the prefix ge to the third person singular of the verb.

ge + third person singular.

sagt - gesagt - du hast gesagt
wartet - gewartet - er hat gewartet

3. One characteristic of ALL weak verbs is that the past participle ends in "t".

4. Weak verbs with inseparable prefixes.

   a. Verbs with the inseparable prefixes (be, er, ge, ver, etc.) do not take the prefix ge to form the past participle but keep their own prefix.

   b. Note that the past participle is identical to the third person singular.

verkauft - er hat verkauft.

5. Weak verbs with separable prefixes. Verbs with the separable prefixes (ab, ein, aus, zu, etc.) form their past participles by inserting ge between the separable prefix and the third person singular verb form.

kauft ein - eingekauft - er hat eingekauft
holt ab - abgeholt - sie hat abgeholt

STRONG VERBS

1. Most strong verbs form their past participle by prefixing ge to the verb stem and adding the ending en.

ge + stem + en

INFINITIVE	PAST PARTICIPLE	PERFECT PRESENT
sehen	gesehen	er hat gesehen
laufen	gelaufen	er ist gelaufen
kommen	gekommen	er ist gekommen

2. In verbs with separable prefixes, the prefix is joined to the past participle.

INFINITIVE	PAST PARTICIPLE
ankommen	angekommen
mitkommen	mitgekommen

3. In verbs with inseparable prefixes the ge is omitted in the past participle.

4. There are many strong verbs which change their stem vowels. Since it is difficult to determine the vowel change in a given verb, the past participle and other forms must be memorized. Below is only a partial listing of strong verbs previously used:

finden	gefunden
trinken	getrunken
sprechen	gesprochen
essen	gegessen
gehen	gegangen
beginnen	begonnen
verstehen	verstanden
werden	geworden

5. Irregular Past Participles.

INFINITIVE	PAST PARTICIPLE
haben	gehabt
sein	gewesen
bringen	gebracht
kennen	gekannt

6. Use of auxiliary verbs haben and sein.

   a. Most verbs use haben to form the present tense.

b. Listed below are some verbs which form the present perfect with sein:

fahren, kommen, laufen, gehen, sein, werden

VERBS - VOWEL CHANGE IN THE PRESENT TENSE

	Singular		Plural	
fahren	ich	fahre	wir	fahren
	du	fährst	ihr	fahrt
	er, sie, es	fährt	sie, Sie	fahren
essen	ich	esse	wir	essen
	du	isst	ihr	esst
	er, sie, es	isst	sie, Sie	essen

NOUN PLURALS

1. With Umlaut.

	Singular	Plural
masculine	der Vater	die Väter
feminine	die Mutter	die Mütter
neuter	das Mädchen	die Mädchen

2. Without Umlaut.

	Singular	Plural
masculine	der Wagen	die Wagen
feminine	None	None
neuter	das Zimmer	die Zimmer

a. Please note that:
    1) Nouns in this group do not have plural endings.
    2) Masculine often
    Feminine nouns always take the umlaut.
    Neuter never

b. The following always belong to the group of nouns without plural endings:
    1) Masculine and neuter nouns ending in el, en, er.

der Onkel, der Kuchen, das Zimmer

    2) Neuter nouns ending in -chen and -lein.

das Mädchen, das Fräulein

    3) Only two feminine nouns - die Mutter and die Tochter and any of their compounds.

I. Strategy III: The functional skills-grammar method.

This condition subscribes to both the objectives and the basic methodology of the "Functional Skills Method." The major point of contention is how best to develop structural mastery - the basis of effective language usage - in the school setting.

According to this approach pattern drills are supplemented by explicit instruction in the appropriate grammar. Extreme care is exercised to limit the grammar to clarifying the pattern which was practiced during the dialog - (grammar is not taught independently of the language habits developed).

II. Rationale.

Essentially, there is no empirical evidence to support the elimination of formal grammar instruction in teaching a foreign language. Indeed, Mueller reported that students frequently fail to perceive grammatical signals even after extensive drills. Others argue that the manner in which a child learns his native tongue is not entirely analogous to the way an adolescent learns a second language in the classroom. In the latter case the student can "bring his intellect to bear on his problems and can speed up immeasurably through generalizations, shortcuts, and insights into the way the language operates if, and when, he understands its structure analytically."

Finally, the accompanying explanation might serve to prevent possible student boredom when he indulges in repetitious practice for considerable periods of time.

III. List of general criteria.

A. Use of target language in classroom.
   1. By the student: for all responses.
   2. By the teacher: for daily routine communication to pupils of instructions, cues and models.

B. Native tongue to be used only for describing grammar and syntax.

C. Sequence of learning.
   1. Hearing.
   2. Speaking.
   3. Reading.
   4. Writing.

D. Grammar.
   1. Descriptive rather than prescriptive.
   2. Incidental to functional skills being taught.

E. Reading.
   1. Printed material always presented as a transcription of spoken forms.
   2. As direct communication without the intermediary of translation from the target language to the native tongue.

F. Writing - learned first as a transcription of spoken forms.

G. Testing - written and oral tests given in order to test for listening comprehension and speaking proficiency as well as reading and writing skills.

H. Culture - "total culture" as reflected in language behavior is taught as opposed to refinement or prestige culture.

IV. Expected level of proficiency in four skills - functional skills-grammar method.

- A. Listening comprehension.
  - 1. At end of semester.
    - a. Phonemic discrimination - all basic sounds of the language.
    - b. Understanding of basic words and phrases - spoken at normal speed.
  - 2. At end of year.
    - a. Phonemic discrimination - nearly all phonemic differences.
    - b. Understand simple conversation spoken at normal speed.

- B. Speaking.
  - 1. At end of semester.
    - a. Repeat any word or phrase with good accent and intonation.
    - b. Ability to respond to simple questions and to vary form and structure in simple directed conversation.
  - 2. At end of year.
    - a. Repeat sentences with correct accent and intonation.
    - b. Engage in simple conversation on a variety of basic everyday situations.
    - c. Ability to vary spontaneously any basic structures already learned.

- C. Reading.
  - 1. At end of semester.
    - a. Read and understand directly (without translating) simple dialogs.
    - b. Understand grammatical functions in the reading material.
  - 2. At end of year.
    - a. Read and understand directly dialogs and simple prose narratives dealing with everyday situations.
    - b. Ability to understand all grammatical functions in the readings.

- D. Writing.
  - 1. At end of semester.
    - a. Write simple phrases previously learned with understanding of the grammatical functions involved.
    - b. Reproduce from dictation basic dialogs already learned.
  - 2. At end of year.
    - a. Ability to answer questions in writing with spontaneous variation of forms and structures previously learned.
    - b. Ability to express in writing simple concepts dealing with everyday situations.

SYSTEM II: AUDIO-ACTIVE (LISTEN-RESPOND)

This constitutes one type of "language laboratory." Each student position is equipped with a microphone, amplifier and headset. Usually there is more than one tape recorder or other program source at the teacher console. Finally, the teacher console is wired for monitoring individual student performance.

The immediate and most cogent argument for this installation is the privacy and isolation afforded each student. Eliminating distracting noises is recommended if students are expected to discriminate new sounds that are distressingly similar to those of his own language and to other sounds in the foreign language.

It is also claimed that hearing his own voice following that of the tape master, with amplification of similar quality, allows for effective correction when there is disagreement. Multiple-program sources provide for small group instruction and facilitate flashbacks to previous lessons that require review.

SYSTEM III: AUDIO-ACTIVE-RECORD (LISTEN-RESPOND-COMPARE)

The addition of recording facilities at student positions provides the teacher with a significant tool in developing "functional" skills. Principally, the student records the master and his responses and then compares these during playback. Differing learning rates can be accommodated. This is a practical means for evaluating oral performances, and closer teacher supervision is possible than with less complete installations.

Competent language educators favoring the use of the record facility offer as support an argument based on the method by which language is learned. They claim that the learning of a foreign phoneme occurs as a result of conscious attention to the process of how it is produced. As a result, knowledge of the articulatory phonetics is a definite aid.

FSGM--AA

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Use lab tapes in class an average of one fourth period daily.
3. Supervise and monitor all lab drill.
4. Conduct class in foreign language.
5. Use English only for explaining sturctures and grammar.
6. Spend an average of three to five minutes daily on pronunciation drills.
7. Teach vocabulary in context only.
8. Devote an average of one third of class time to teaching of grammar.
9. Teach grammar after textual examples appear.
10. Follow grammar sequence prescribed by text.
11. Require students to keep notebook for grammar.
12. Have students memorize rules of grammar.
13. Start writing at end of prereading phase.
14. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.
6. No recording by students in lab.

FSGM--AAR

DO'S AND DON'TS

Do's

1. Use lab two 25-minute periods per week.
2. Spend half of lab time for recording and half for playback.
3. Supervise and monitor all lab drills.
4. Use lab tapes in class an average of one fourth period daily.
5. Conduct class in foreign language.
6. Use English only for explaining structures and grammar.
7. Spend an average of three to five minutes daily on pronunciation drills.
8. Teach vocabulary in context only.
9. Devote an average of one third of class time to grammar.
10. Follow grammar sequence prescribed by test.
11. Teach grammar after textual examples appear.
12. Require students to keep notebook for grammar.
13. Have students memorize rules of grammar.
14. Start writing at end of prereading phase.
15. Give writing assignments on previously learned material.

Don'ts

1. No emphasis on refinement culture.
2. No vocabulary tests.
3. No word for word translation or translation tests.
4. No use of text until after prereading phase.
5. No use of dialogs in lab after prereading phase.

LAB PROCEDURES--AA LAB

1. Equipment check.
    a. Teacher.
        1) Turn on console power and put on program.
        2) Check positions (with aid of seating charts). Then enter results in daily log sheet.
    b. Students.
        1) Check for and report any damage at once.
        2) Turn on controls.
2. Opening procedures.
    a. Teacher - start program.
    b. Students - put on headsets and adjust controls.
3. Listen-respond operations.
    a. Part I.
        1) Teacher - listen and evaluate students.
        2) Students - listen and respond to program for approximately 10 minutes.
    b. Part II.
        1) Teacher - monitor and correct students.
        2) Students - listen and respond to same program for approximately 10 minutes.
4. Closing procedures.
    a. Teacher.
        1) Rewind program tapes.
        2) Turn off console power.
    b. Students.
        1) Replace headsets.
        2) Turn off controls.

LAB PROCEDURES--AAR LAB

1. Equipment check.
    - a. Teacher.
        - 1) Turn on console power and put on program.
        - 2) Check positions (with aid of seating charts). Then enter results on daily log sheet.
    - b. Students.
        - 1) Check for and report any damage at once.
        - 2) Set up tape for recording.
        - 3) Turn on controls.

2. Opening procedures.
    - a. Teacher - start program.
    - b. Students - put on headsets and adjust controls.

3. Recording and playback operations.
    - a. Part I.
        - 1) Teacher - monitor by listening at console and/or circulating around the lab.
        - 2) Students - listen and record program for approximately 10 minutes.
    - b. Part II.
        - 1) Teacher - keep order while students play back and listen to their recordings.
        - 2) Students - listen to their recording of the program for approximately 10 minutes.

4. Closing procedures.
    - a. Teacher.
        - 1) Rewind program tapes.
        - 2) Turn off console power.
    - b. Students.
        - 1) Rewind tapes.
        - 2) Replace headsets.
        - 3) Turn off controls.

CONDITION 25-1

A-LM GERMAN LEVEL ONE

V. Specific classroom activities.

  A. Overview.

    1. Text: A-LM GERMAN LEVEL ONE, published by Harcourt, Brace and World, 1961, 1963.

      a. Teacher to have copy of text and Teacher's Manual.

      b. Each student to have his own copy of text.

    2. Required equipment and materials.

      a. Audio-active-record laboratory.

      b. Tape recorder or record player.

      c. Complete set of lab tapes or records.

      d. Student practice records for home use.

    3. Optional equipment and materials.

      a. Teacher's cue cards.

      b. Dialog posters.

      c. Student test booklets.

      d. Complete set of test tapes.

  B. Suggestions to the teacher.

    1. Use of foreign language.

      a. Essential for teacher to conduct class in German.

      b. English to be used only when necessary for clarifying difficult points.

    2. Pronunciation.

      a. Teacher's pronunciation to serve as model.

      b. Teacher to spend an average of three to five minutes daily on pronunciation drills.

      c. Corresponding drill tapes to be used as supplement.

d. For detailed instructions see Teacher's Manual.

3. Vocabulary.
    a. Should be taught only within context of dialogs and drills.
    b. Continuous review insured by subsequent reintroduction of vocabulary.
4. Lab tapes.
    a. Should be used daily for an average of one fourth of class period.
    b. Should be used for reinforcing material previously introduced.
5. Grammar.
    a. All grammar appearing in "Generalizations" to be taught.
    b. In addition, the following to be taught:
        1) Verbs.
            a) WISSEN, KENNEN.
            b) HABEN, SEIN (present perfect and auxiliaries).
            c) WERDEN and infinitive (future tense).
        2) Dative case.
            a) Comprehensive treatment.
            b) Prepositions which govern dative.
6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to "Writing" (below) for further homework suggestions.

8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Consists of three types (See Teacher's Manual, Introduction, section entitled "Reading, Writing, Spelling").
9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text.
        2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. "Recombination Narratives," Units 4, 5, 6, 8, 9.
    b. "Recombination Reading Narratives," Units 10 to 14.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase--100 per cent.
        2) After prereading phase--50 per cent.
    b. Unit tests (with key) in Teacher's Manual to be administered.
    c. To supplement, teacher may use following types of tests:
        1) Dictation (only of previously learned material).
        2) Rejoinder and completion.
        3) Multiple choice.
        4) True-false.

C. Methodology.
1. Dialog.
    a. Give oral model of dialog sentences.

   - b. Dramatize sentences, using props, gestures, etc.
   - c. Indicate speaker, using dialog posters or stick figures.
   - d. Drill dialog by proceeding from choral, part-choral to individual.
   - e. After several sentences have been learned, play that portion of practice record for class.
      - 1) Distribute records.
      - 2) Ask students to practice lines at home for 15 to 20 minutes.
   - f. Have students dramatize dialog after gaining oral control.

2. Dialog adaptation.
   - a. Relate dialog to student's personal experience to aid memorization.
   - b. Present oral models.
   - c. Practice with students.
   - d. Begin "chain practice" (See Teacher's Manual).

3. Structure drills.
   - a. Present frame utterance exemplifying grammatical point.
   - b. For detailed instructions see Teacher's Manual.

4. Directed dialog.
   - a. Stimulate controlled conversation by commands.
   - b. For presentation see Teacher's Manual.

5. "Generalizations."
   - a. Draw paradigms (found at end of unit in text) on blackboard.
   - b. Explain grammatical rules and exceptions, and give examples.
   - c. Work with applicable drills.
   - d. Have student keep a notebook.
      - 1) This to include grammar rules and paradigms.
      - 2) This material to be memorized by student.

6. "Recombination Narratives."
    a. Recite narrative once or twice and question students for comprehension.
    b. See Teacher's Manual for further procedure.
7. "Recombination Reading Narratives."
    a. Read narrative once or twice to students who follow it in their texts.
8. "Supplement."
    a. Teach by repetition.
    b. Drill by question-answer.
9. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Devote half of time to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Manual for detailed instructions).
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.
    1. At end of semester--4 to 5 units.
    2. At end of year--9 units.

VI. Model lesson plans.

FSG

FIRST DAY

A. Orientation.

1. Explanation of course objectives and procedures.
    a. Language as combination of speech and grammar.
        1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
        2) Language learning - acquiring skills of communication.
            a) Speaking, reading, writing.
            b) Must "break the sound barrier" while understanding grammatical structures included.
            c) Like learning to play a musical instrument.
                1. Skills developed through practice, correction and more practice.
                2. Language is actually a habit, with correct grammatical construction being automatic.
                3. Language is communicative.

B. Method of first four units.

1. New sound system.
    a. Mastery in speech and listening is necessary.
    b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking procedure.

2. Gaining control of new sound systems.
    a. Memorization of basic dialogs by imitation and repetition after model.
    b. Work with pronunciation and structure drills.
    c. Teacher to serve as primary model.
        1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.

3. Gaining control of grammatical patterns.
    a. Speaking drills.
    b. Grammar generalizations.

4. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach student to say "My name is ________" in the language.
    c. Substitute these names in context with the appropriate changes in syntax when teaching.
    d. Insist on active student participation.

5. Time allowing, begin presentation of basic dialog, Unit 1.

FSG

INTERMEDIATE

A. Warm-up (3 minutes).
    1. Supplement, Unit 5 (German - numbers to 100).
        a. Individual response to teacher question.
        b. Choral reinforcement as needed.
B. Basic material (10 minutes).
    1. Introduce first half of dialog, Unit 6.
        a. Give English.
            1) Make use of props, gestures and dramatization.
        b. Model German.
            1) Make use of the same props, gestures and dramatization.
    2. Teach first four lines of dialog.
        a. Model each line several times.
            1) Break lines into partials where necessary.
        b. Elicit choral, part-choral and individual repetition.
        c. Give English for difficult lexical items that recur.
C. Review (10 minutes).
    1. Personal pronouns, Unit 5.
        a. Rapid choral review of repetition drill.
        b. Ramdom sampling of remaining drills on personal pronouns.
            1) Individual response.
            2) Choral reinforcement on weak spots only.
    2. Pronunciation Drill A, Unit 5, Teacher's Manual, page 44.
        a. Model words and sentences.
        b. Individual repetition.
        c. Choral reinforcement when needed.
    3. Directed dialog, Unit 5.
        a. Rapid work with pairs of students (at their seats).
        b. Cue correct responses to prevent "stumbling."
        c. Choral and part-choral repetition of correct responses.
D. Reading, writing and spelling (10 minutes).
    1. Lesson 18, page 28.
        a. Review contrast drill.
        b. Dictation.
E. Grammar (10 minutes).
    1. Drawing paradigms of grammar generalization on board (to be found at end of unit in text, or in additional materials).
    2. Explanation of paradigm.
        a. Grammatical rules and exceptions.
        b. Examples.
        c. Work with applicable drills.
    3. Writing by students in notebooks.
    4. Memorization by students.
F. Re-entry (2 minutes).
    1. Choral repetition of first four lines of dialog, Unit 6.
G. Assignment.
    1. Practice record six, side A, band 1.
    2. Grammar assignment.

CONDITION 25-2

VERSTEHEN UND SPRECHEN

V. Specific classroom activities.

  A. Overview.

    1. Text: DEUTSCH: VERSTEHEN UND SPRECHEN, by Rehder, Thomas, Twaddell and O'Connor, published by Holt, Rinehart and Winston, 1962.

      a. Teacher to have copy of Teacher's Edition.

      b. Each student to have his own copy of text.

    2. Required equipment.

      a. Audio-active-record laboratory.

      b. Tape recorder or record player.

      c. Complete set of sequential lab tapes.

      d. Student practice records for home use.

      e. Tests for evaluation of listening and reading comprehension.

    3. Optional equipment.

      a. Set of flashcards.

      b. Printed unit quizzes.

      c. Grading charts.

      d. Songbooks with recordings.

      e. Complete set of test tapes.

  B. Suggestions to the teacher.

    1. Use of foreign language.

      a. Essential for teacher to conduct class in German.

      b. English to be used only when necessary for clarifying difficult points.

    2. Pronunciation.

      a. Teacher's pronunciation to serve as model.

      b. Teacher to spend an average of three to five minutes daily on pronunciation drills.

   - c. For detailed instructions see specific units of Teacher's Edition.

3. Vocabulary.
   - a. Should be taught only within context of dialogs and drills.
   - b. Continuous review insured by subsequent reintroduction of vocabulary.

4. Lab tapes.
   - a. Should be used daily for an average of one fourth of class period.
   - b. Should be used for reinforcing material previously introduced.

5. Grammar.
   - a. Of grammar itemized at beginning of each unit in Teacher's Edition, the following not to be taught:
     - 1) Subordinate clauses.
     - 2) The impersonal MAN.
     - 3) Prepositions governing accusative, genitive.
     - 4) DA and WO compounds.
     - 5) Adjective endings.
     - 6) Reflexive constructions.
     - 7) Past perfect tense.
     - 8) Narrative past tense.
     - 9) Passive voice.
     - 10) Complex verb constructions with modal auxiliaries.
     - 11) Accusative of destination...WOHIN.
     - 12) Unit 20.
   - b. In addition to that listed in Teacher's Edition, the following grammar should be taught:
     - 1) Word order, position of direct and indirect objects.
     - 2) Definite and indefinite articles.
     - 3) Paradigm of WERDEN.

6. Reading.
    a. Should be introduced after Unit 4 (prereading phase), and include only material previously heard.
    b. Sequence should be from choral to individual response.
    c. No formal translation permitted.
7. Homework.
    a. During prereading phase, dialog memorization with aid of student practice records.
    b. After prereading phase, dialog memorization to continue, but now with printed text in addition to practice records.
    c. Refer to Teacher's Edition for further homework suggestions.
8. Writing.
    a. Should start at conclusion of prereading phase.
    b. Should always be based on previously learned dialogs and conversations.
    c. Refer to Teacher's Edition for further suggestions for written work.
9. Culture.
    a. Only everyday activities and situations (the anthropologist's "total culture") treated in text.
    b. Refinement culture.
        1) Not developed in text, except for folksong section.
        2) Brief commentary permitted when specific references appear in text.
10. Review.
    a. Calculated recurrence in text of vocabulary and structure.
    b. Use review sections after Units 5, 8, 10, 13, 15.
11. Testing.
    a. Proportion of grade based on oral testing:
        1) Prereading phase--100 per cent.
        2) After prereading phase--50 per cent.

- b. Printed tests to be administered after Units 5, 10, 15.
- c. To supplement, teacher may use following types of tests:
    - 1) Dictation (only of previously learned material).
    - 2) Rejoinder and completion.
    - 3) Multiple choice.
    - 4) True-false.

C. Methodology.

- 1. Dialog.
    - a. Give oral model of dialog sentences.
    - b. Dramatize sentences, using props, gestures, etc.
    - c. Drill dialog by proceeding from choral, part-choral to individual.
    - d. After several sentences have been learned, play that portion of practice record for class.
        - 1) Distribute records.
        - 2) Ask students to practice lines at home for 15 to 20 minutes.
- 2. Question-answer practice.
    - a. Present oral models.
    - b. Begin repetition by class, row and individual.
    - c. Perform in pairs.
- 3. Pattern practice.
    - a. Model pattern several times with first substitution item.
    - b. Have students imitate model.
    - c. Follow procedure (a,b) through all substitution items.
    - d. Have students close books and repeat drill as before.
- 4. Grammar.
    - a. Introduce in same sequence as prescribed in Teacher's Edition.
    - b. Present only after examples have appeared in text.

        c. Devote approximately one fourth of weekly instruction time to grammar.
        d. Write grammar rules and generalizations on blackboard.
        e. Have student keep a notebook.
            1) This to include grammar rules and paradigms.
            2) This material to be memorized by student.
5. Teaching games (See Teacher's Edition).
6. Conversations.
    a. Read conversation once or twice to students who follow it in their texts.
    b. See Teacher's Edition for procedure and for extending conversations.
7. Supplement (Additional words and expressions listed in certain units, usually in paradigm form, but not necessarily incorporated in dialogs).
    a. Teach by repetition.
    b. Drill by question-answer.
8. Tapes.
    a. In the laboratory.
        1) Two 25-minute periods per week.
        2) Devote half of time to recording; half to playback.
        3) Do not use dialogs.
        4) Supervise all drill (See Teacher's Edition for detailed instructions.
        5) Supplementary lab drill for individual students at discretion of teacher.
    b. In the classroom.
        1) Average of one fourth of total weekly instruction time.
        2) For reinforcement of previously introduced material.

D. Recommended minimum rate of coverage.

1. At end of semester-- 5 units.
2. At end of year-- 10 units.

VI. Model lesson plans.

FSG

FIRST DAY

A. Orientation.
  1. Explanation of course objectives and procedures.
    a. Language as combination of speech and grammar.
      1) Language, in its first form, is essentially speech. An integral part of language is the knowledge of grammatical constructions.
      2) Language learning - acquiring skills of communication.
        a) Speaking, reading, writing.
        b) Must "break the sound barrier" while understanding grammatical structures included.
        c) Like learning to play a musical instrument.
          1. Skills developed through practice, correction and more practice.
          2. Language is actually a habit, with correct grammatical instruction being automatic.
          3. Language is communicative.

B. Method of first four units.
  1. New sound system.
    a. Mastery in speech and listening is necessary.
    b. Mastery of all four skills will take place in proper sequence with neither speech nor grammar taking precedence.
  2. Gaining control of new sound systems.
    a. Memorization of basic dialogs by imitation and repetition after model.
    b. Work with pronunciation and structure drills.
    c. Teacher to serve as primary model.
      1) Others supplied by tapes and records featuring educated natives, speaking at normal speed.
  3. Gaining control of grammatical patterns.
    a. Speaking drills.
    b. Grammar generalizations.
  4. Use of names.
    a. Assign to each student his name equivalent in the foreign language.
    b. Teach each student to say "My name is _________" in the language.
    c. Substitute these names in context with the appropriate changes in syntax when teaching.
    d. Emphasize active student participation.
  5. Introduction of DIR and IHNEN in their proper perspective.
  6. Time allowing, begin presentation of basic dialog, Unit 1.

INTERMEDIATE - UNIT 6

A. Warm-up (3 minutes).
  1. Cardinal Numbers, Unit 5.
    a. Counting in and out of sequence.
    b. Choral reinforcement where needed.
B. Basic material (10 minutes).
  1. Introduce first half of dialog, Unit 6.
    a. Give English.
      1) Make use of props, gestures and dramatization.
    b. Model German.
      1) Make use of same props, gestures and dramatizations.
  2. Teach first half of dialog, Unit 6.
    a. Model each line several times.
      1) Break lines into partials where needed, using "backward build-up."
    b. Elicit choral, part-choral and individual repetition.
    c. Give English for difficult lexical items that recur.
C. Review (10 minutes).
  1. Pattern practices, Unit 5.
    a. Rapid choral repetition of patterns.
    b. Random sampling of individual repetition (May use item substitution).
    c. Choral reinforcement on weak points only.
  2. Check-up on pronunciation (Teacher's Edition).
    a. Check individual pronunciation of key words.
    b. Choral repetition where reinforcement is needed.
  3. Factual and personal questions, Unit 5.
    a. Found in conversations.
    b. Questions to elicit both first and third person questions and answers.
    c. Rapid work with pairs of students (at their seats).
    d. Cue correct responses to prevent "stumbling."
    e. Choral and part-choral repetition of correct responses.
D. Reading, writing and spelling (10 minutes).
  1. Dialog and question-answer practice, Unit 5.
    a. Review reading.
      1) Choral - individual.
    b. Dictation.
E. Grammar (10 minutes).
  1. Drawing paradigm of grammar generalization on board (to be found at end of unit in text or in additional materials).
  2. Explanation of paradigms.
    a. Grammatical rules and exceptions.
    b. Examples.
    c. Work with applicable drills.
  3. Writing by students in notebooks.
  4. Memorization by students.
F. Re-entry (2 minutes).
  1. Choral repetition of first half of dialog, Unit 6.
G. Assignment.
  1. Practice record six, side A, band 1.
  2. Grammar assignment.

END
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